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THE UNIVERSITY OF ALBERTA

AN ANALYSIS OF THE ROLE OF JUNIOR  
HIGH SCHOOL COORDINATOR

by

WALTER M. HEWKO

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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ABSTRACT

The study was under UNIVERSITY OF ALBERTA role of the Junior High School coordinator. FACULTY OF GRADUATE STUDIES some clarification of the duties, responsibilities, and problems associated with this new position, and to determine from those most closely involved how the position might be further developed. Data for the study were obtained

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Analysis of the Role of Junior High School Coordinator" submitted by

Walter M. Hewko in partial fulfilment of the requirements for the degree of Master of Education.







ABSTRACT

The study was undertaken to analyze the role of the Junior High School coordinator. An attempt was made to obtain some clarification of the duties, responsibilities, and problems associated with this new position, and to determine from those most closely involved how the position might be further developed. Data for the study were obtained from 250 questionnaires completed by supervisors, principals, coordinators, and teachers.

According to the findings, consultation rather than coordination was basically the function of the coordinator. Assisting new teachers to develop effective methods of classroom management and engaging in consultations as a competent teacher able to work with others were considered the two most important services that a coordinator could render. A coordinator was expected to visit classrooms upon the invitation of the teacher. It was felt that he might assist teachers to select and procure primary references and other instructional aids. He could encourage teacher experimentation in improving the school program and could suggest to teachers the advisability of providing continuity of experiences as pupils progressed from grade to grade. The coordinator was expected to organize educational workshops and seminars. Services such as utilizing competent teachers as resource persons and inviting other resource personnel to subject-committee meetings were favored. The general feeling of the respondents was that the role of the coordinator also included serving as liaison between Central Office personnel and classroom teachers.





Conflict between groups was most apparent in the area of improvement of instruction; supervisors and principals generally favored the suggested services more than did the teachers. Supervisors and principals were undecided about the value of demonstration lessons in teachers' classrooms showing low consensus of opinion on this item. This particular service was supported by a small majority of teachers, with the female teachers responding more favorably than male teachers. Academic teachers favored the use of common examinations while an overwhelming majority of non-academic teachers were opposed. Teachers who had less experience expressed more approval than did the more experienced teachers for coordinator services such as utilizing teachers as resource personnel, encouraging experimentation with new techniques and new media, consulting with teachers on strengths and weaknesses, and scheduling the use of various teaching aids. On each of the items where a significant difference occurred between the expectations of non-degree and degree teachers, the former showed a greater percentage of favorable responses than did the latter group.

All alter groups were of the opinion that a coordinator was hampered in his work by the following: insufficient time, rigidity of timetables, apathy on the part of principals and teachers, difficulty in utilizing the services of non-resident coordinators, and lack of clear role definition. A considerable number of respondents believed that maximum benefits were not attained because the coordinator was not aware of the demands of the position and antagonized persons with whom he came in contact. The coordinator group expressed concern about the reluctance of teachers to enlist the aid of coordinators.





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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### I. INTRODUCTION

The earliest schools were one-teacher schools. School administration was simple and was carried on largely by the teacher himself, subject to some review by the school committee or school directors. As communities grew larger, schools became multi-teacher units and one teacher was commonly designated as the "principal teacher" or "principal." With the advent of multi-school systems, there was increasing need for administrative services and the position of "superintendent" came into being. In the initial stages of the development of the superintendency, the incumbent was concerned with functions that were largely clerical and were related to attendance, enrolment, and expenditures. The term "school management" rather than "school administration" described more correctly the efforts of the early superintendency.

By the beginning of the twentieth century, unmistakable signs of the professionalism of school administration began to appear. The administrative function was becoming increasingly more complex and the administrative staffs of the larger school systems were expanded by the addition of assistant superintendents, supervisors of instruction, curriculum directors, and others. The earlier concept with its emphasis upon the impersonal components of administration gradually gave way to the more sophisticated interpersonal dimension. Concepts of "educational



leadership" were now being used in reference to school administration.

As Spears has stated:

School administration in a sense represents a stewardship entrusted by the people. And somewhere within this framework, instructional supervision stems off of the main trunk as a special function.<sup>1</sup>

Supervision, along with all other major aspects of the educational system, has as its ultimate goal the improvement of learning for all those who take part in educational programs. Supervision focuses upon the improvement of teaching and learning. The tremendous increase in student population has necessitated larger schools and school systems, many of which have experienced difficulty in obtaining the services of competent and well-qualified teachers. Within the last decade or two, there has been an especially great increase in the amount of knowledge and an increasing emphasis on the specialization of knowledge. These various factors have together placed upon the schools of today a great responsibility and a tremendous burden. The concept of supervision itself has undergone a rapid evolution and is still in a period of extensive development, moving from the idea of inspectional control toward the idea of supervision as an undertaking by all school personnel, including the teacher. Many educators have expressed the view that good supervision and curriculum development, for all practical purposes, are inseparably related. Thus, school systems have experimented with different school personnel and various organizational devices to improve the instructional program. Andrews isolates four major direct ways by which

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<sup>1</sup>Harold Spears, Improving the Supervision of Instruction (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1953), p. 14.





the instructional program may be improved:

1. Improve the content and organization of the program.
2. Get better teachers into the classrooms.
3. Assist the present teacher in improving his skill in teaching.
4. Provide the teacher with a stimulating atmosphere in which to work so that he may develop in creativity, self-fulfilment, and dedication.

These four ways lead us to the four functions which, according to Andrews, supervision should perform: program development, evaluation, consultation, and motivation.<sup>2</sup>

Another point of view being expressed with increasing frequency disapproves the establishment of a curriculum by directive. Instead, it claims that an attempt should be made to secure the best possible teaching staff and to expect it to plan for each class and for each individual student. One of the recommendations of the Cameron Commission stated:

. . . Accreditation implies proper administration in terms of superintendents, supervisors, principals; effective instructional staff in terms of education, experience, and professionalism; effective facilities in terms of libraries, laboratories, access to special personnel; and the like. Systems or schools with such levels of excellence would be free to experiment in curriculum beyond that laid down by basic provincial requirements.<sup>3</sup>

In establishing its organization for supervision, a school system

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<sup>2</sup>J. H. M. Andrews, "Who Shall Supervise?" (Paper presented at the 1960 CEA Short Course, Banff, May 20, 1960).

<sup>3</sup>S. C. T. Clarke, The Cameron Report: A Condensation of the Royal Commission on Education in Alberta (Edmonton: The Alberta Teachers' Association, 1960), p. 54.





must ensure that appropriate positions are created so that all supervisory functions are adequately performed and must ensure that the incumbents are aware of the distinct functions for which they are responsible. Generally, the superintendent, his assistants, and the supervisors in the central office, together with the principals in the schools provide for program development at both the system and the school level; they also provide for formal evaluation, for motivation, and for consultation of a general nature. This combination does not, however, provide for consultation where subject matter specialties are involved. To meet this need in the Junior High schools, the Edmonton Public School Board has embarked upon a program which utilizes the services of coordinators. Personnel performing similar functions in other school systems may be designated by titles such as: resident consultants, subject specialists, resource teachers, curriculum assistants, or master teachers. The Edmonton Junior High coordinators are essentially specialists in one or two subject areas. As stated officially in the Superintendent's Bulletin the duties of coordinators, in addition to regular classroom duties, are as follows:

1. To assist in the in-service programs organized by the General Supervisor of Junior High Schools or the subject supervisors.
2. To teach demonstration lessons for teachers on the staffs of their own or other schools.
3. To assist in the development of course outlines for both new and experienced teachers.
4. To assist and advise new teachers in developing effective methods



of classroom management.

5. To participate as cooperating teachers in the Faculty of Education (University of Alberta) teacher-training program.
6. To take active leadership in Alberta Teachers' Association and Edmonton Public School Board subject committees.<sup>4</sup>

With the emergence of the position of Junior High School coordinator, it is important to attempt to obtain some clarification of the duties, responsibilities, and problems associated with this position, and to attempt to determine from those most closely involved how it might be further developed.

## II. THE PROBLEM

The purpose of this study was to analyze the role of the coordinator in the Junior High Schools of the Edmonton Public School System.

### Statement of the Sub-Problems

In the course of the study the following questions were investigated:

1. What are the expectations of supervisors, principals, coordinators, and teachers for the behavior of the coordinator in the following areas: (a) Curriculum Development, (b) Utilizing Educational Facilities, (c) In-Service Education, (d) Improvement of Instruction, (e) General Consultation, and (f) The Coordinating Function?

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<sup>4</sup>Superintendent's Bulletin: Edmonton Public School Board, VIII:32 (April 29, 1964),





2. To what extent do the expectations of the various alter groups differ?

3. To what extent do the expectations of teachers differ according to: kind of subjects taught, experience, university training, and sex?

4. Which coordinator services are considered to be most helpful and are most favored by the alter groups?

5. In what relative order of importance are the various coordinator services ranked by the alter groups?

6. What are the difficulties and problems that have been encountered in the program providing the coordinator services?

#### Background of the Study

In the spring of 1961 two coordinators were appointed, one for mathematics-science and one for English-social studies. Each served as a demonstration teacher in his own classroom when called upon to do so by the General Supervisor of Junior High Schools or by the subject consultants operating from the Central Office. The demonstration teaching was performed for new teachers, teachers who were having difficulties in the classroom, and competent experienced teachers who wished to observe and discuss various procedures and techniques. The appointment was for two years. The salary bonus was three hundred dollars during the first year and four hundred dollars during subsequent years. For the 1962-63 school year, the number of coordinators was increased to four. For the following year the number of coordinators was increased to ten, some of whom were concerned more specifically with



literature and reading and one coordinator, with industrial arts.

In view of the acceptance of the position of coordinator by teachers, principals, and School Board officials, it was decided to expand the program both in number of coordinators and in subject areas given attention. In the spring of 1964, further appointments were made to increase the number of coordinators to nineteen. Generally, each coordinator was responsible for two subject areas. In addition to the core of six academic subjects, the program included the following: guidance, French, physical education, music, and art. Each week the incumbent was released for one-half day from his regular classroom duties to attend to his duties as coordinator.<sup>5</sup>

#### The Value of the Study

It was hoped that the results of the study would contribute to the development of the position of Junior High School coordinator in the following ways:

1. Provide some clarification of the duties and responsibilities associated with the position of coordinator.

2. Provide some bases which would assist in improving the effectiveness of the incumbent coordinators and which would assist in selecting individuals most capable for the position of coordinator.

3. Provide some bases which would indicate whether the coordinator services in the Edmonton Public School System should be expanded either in number of appointments, or in more time off from regular

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<sup>5</sup>Information supplied by R. E. Shaul, General Supervisor of Junior High Schools and the Superintendent's Bulletin, VII:37 (June **3**, 1964).





classroom duties for those already on the job, or both.

4. Familiarize school personnel with the expectations and the opinions of those who are closely involved in the program providing the coordinator services.

#### Definition of Terms

1. Supervisor, when used as a category of respondents, refers to a class of positions rather than to a single position bearing that title. It refers to positions of a permanent, non-resident nature; some of these positions are line and some are staff. It includes the superintendents, the general supervisors, the specialist supervisors, and the like.

2. Principal, when used as a category of respondents, refers to the assistant-principal as well as to the principal, especially in schools where Junior High grades only are taught and where the assistant-principal will have close contact with the coordinator.

3. Coordinator. This type of position is temporary, staff, and specialist. The incumbent of this position receives some time off from regular classroom duties to attend to his duties in the improvement of instruction. He visits other schools upon invitation. In other school systems his counterpart performing similar functions may be called a resident consultant, a subject specialist, a resource teacher, a curriculum assistant, or a master teacher.

4. Role is a set of expectations applied to an incumbent of a



particular position.<sup>6</sup>

5. Expectation is a set of evaluative standards applied to an incumbent of a particular position.<sup>7</sup>

6. Alter group is a group which holds expectations for the behavior of an incumbent of a position.

7. Role conflict refers to incompatible expectations for the behavior of an incumbent of a position. Role conflict is of two types:

- (a) inter-group conflict which is characterized by incompatibility in expectations of members of two or more alter groups;
- (b) intra-group conflict which is characterized by incompatibility in expectations of members of one group.

8. Consensus refers to the extent of agreement on expectations. Intraposition consensus may occur among members of an alter group and, in this study, refers specifically to consensus among supervisors, principals, coordinators, and teachers, each as a distinct and separate group. Interposition consensus may occur between groups of role definers and refers to consensus among these four alter groups.

#### Delimitations of the Study

The study has been confined to responses from supervisors, principals, coordinators, and teachers of the Edmonton Public School System. Responses were obtained from Central Office personnel, principals, and teachers who have had close contact with one or more Junior

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<sup>6</sup>Neal Gross, Ward S. Mason, and Alexander McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 60.

<sup>7</sup>Ibid., p. 58.





High School coordinators during the school year 1964-1965.

### Limitations of the Study

Some Central Office personnel, principals, and teachers based their responses on interaction with a coordinator over a period of one year; some have had contact with a coordinator for a longer time; a few have had contact for four years. While the subjective character of this study inherent in the type of questionnaire that was used has imposed limitations, it was assumed that supervisors, principals, coordinators, and teachers have presented a sufficiently accurate picture of the role of the coordinator and his impact upon the improvement of instruction to have warranted conducting the study.

A basic assumption was that supervisors, principals, coordinators, and teachers have given careful and reliable responses to the questionnaire.

### III. ORGANIZATION OF REMAINDER OF THESIS

In the second chapter related literature is reviewed. Reference is made to consultative programs elsewhere which have a bearing on the problem under investigation.

Chapter III presents the research design. The preparation of the instrument, its distribution, and the collection of the data are discussed. The treatment of the data is briefly outlined.

The responses of supervisors, principals, coordinators, and teachers to the fifty-nine suggested consultative services are analyzed in the next three chapters.



In Chapter VII the relation of teachers' responses to personal characteristics is discussed.

In the eighth chapter the manner in which nine major coordinator services were ranked is examined. Responses to the three open-end questions relating to the improvement of the consultative program are assessed.

The final chapter includes the conclusions and recommendations.





## CHAPTER II

### REVIEW OF LITERATURE

The rapid expansion in the field of education over the past few decades has led to the creation of a complex hierarchical educational structure. Thus, the incumbent of a position in this structure may encounter difficulty in knowing what is expected of him. To analyze the role of an incumbent, one requires a background of theory or a conceptual framework which will postulate the concepts necessary to understand and describe the role.

This chapter refers briefly to certain literature on: the social system; the concept of role; role conflict; leadership; and development of curriculum and improvement of instruction.

#### I. THE SOCIAL SYSTEM

Within a social system, whether it is a classroom, a school, a school system, or even the broader community, there are in general two dimensions to consider. One, the nomothetic dimension, consists of the roles and expectations that will fulfill the goals of the institution. The other, the idiographic dimension, encompasses the personalities and need-dispositions of the individuals who inhabit the system. Getzels and Guba postulate that the behavior of individuals within the system is a function of the role and personality dimensions.<sup>1</sup> A model can be conveniently diagrammed in the following manner:

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<sup>1</sup>Jacob W. Getzels and E. G. Guba, "Social Behavior and Administrative Process," The School Review, LXVI (1957), 424.



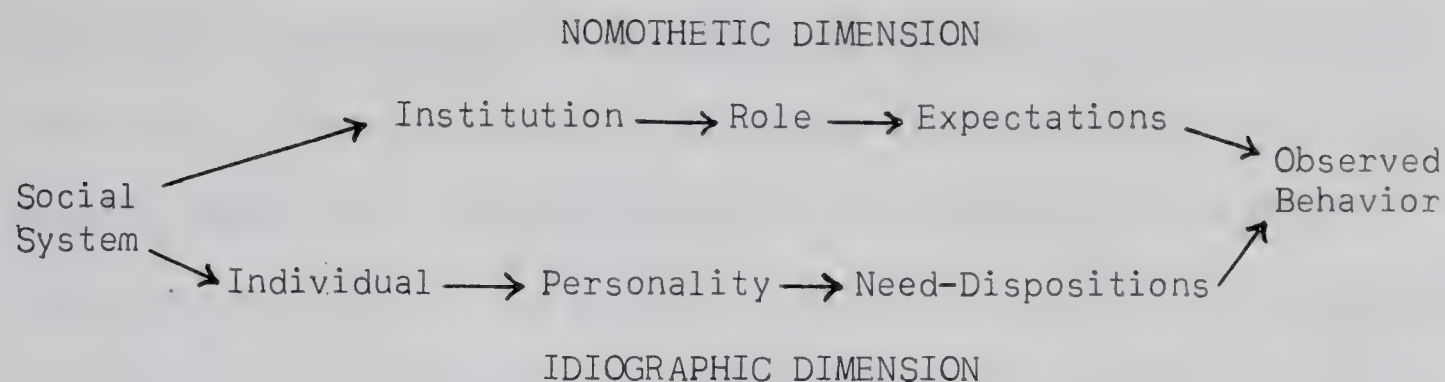


FIGURE 1

## THE SOCIAL SYSTEMS MODEL

The model does not show what portion of an individual's act can be attributed to one dimension and what portion to the other dimension. It is evident that this will vary from individual to individual and from situation to situation. Two individuals occupying similar positions within a social system will be influenced to varying degrees by their needs and the expectations held for them. Similarly, positions vary in the portion of behavior which is specified by expectations and the portion which can be influenced by individual needs.

## II. THE CONCEPT OF ROLE

The concept of role is of great potential value in describing individual behavior in group situations and in explaining the patterning of social behavior in general. Within each structure of an institution, whether formal or informal, there are a number of positions. A position is defined as "the location of an actor or a class of actors in a system





of social relationships."<sup>2</sup> Newcomb says that, "Every position is a part of an inclusive system of positions and no one position has any meaning apart from the other positions to which it is related."<sup>3</sup> Thus, it is necessary for an investigator in focussing on one position to specify the other positions with which his analysis is concerned. Sherk, who investigated the relationship between a particular or "focal" position and one other or "counter" position, used the dyad model as a framework for his study. The superintendent was in the focal position and the school principals were in the counter position.<sup>4</sup> Gross used a position-centric model to provide a framework for focussing on one position and examining its relationships to a series of counter positions.<sup>5</sup> An adapted model which was found useful in the present investigation is given below.

This model does not take into consideration the relationships among the counter positions. One sector of the focal position, for example, has been left blank to show that only a limited set of positions selected from all possible related positions has been considered. It should be remembered that a position cannot be completely described

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<sup>2</sup>Neal Gross, Ward S. Mason, and Alexander McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 67.

<sup>3</sup>Theodore M. Newcomb, Social Psychology (New York: Dryden Press, 1951), p. 277.

<sup>4</sup>Harry Gordon Sherk, "The Expectations and Perceptions of Principals for the Role of the Provincially Appointed Superintendent of Schools in Alberta" (unpublished Master's thesis, University of Alberta, Edmonton, 1964), p. 11.

<sup>5</sup>Gross et al., op.cit., p. 52.



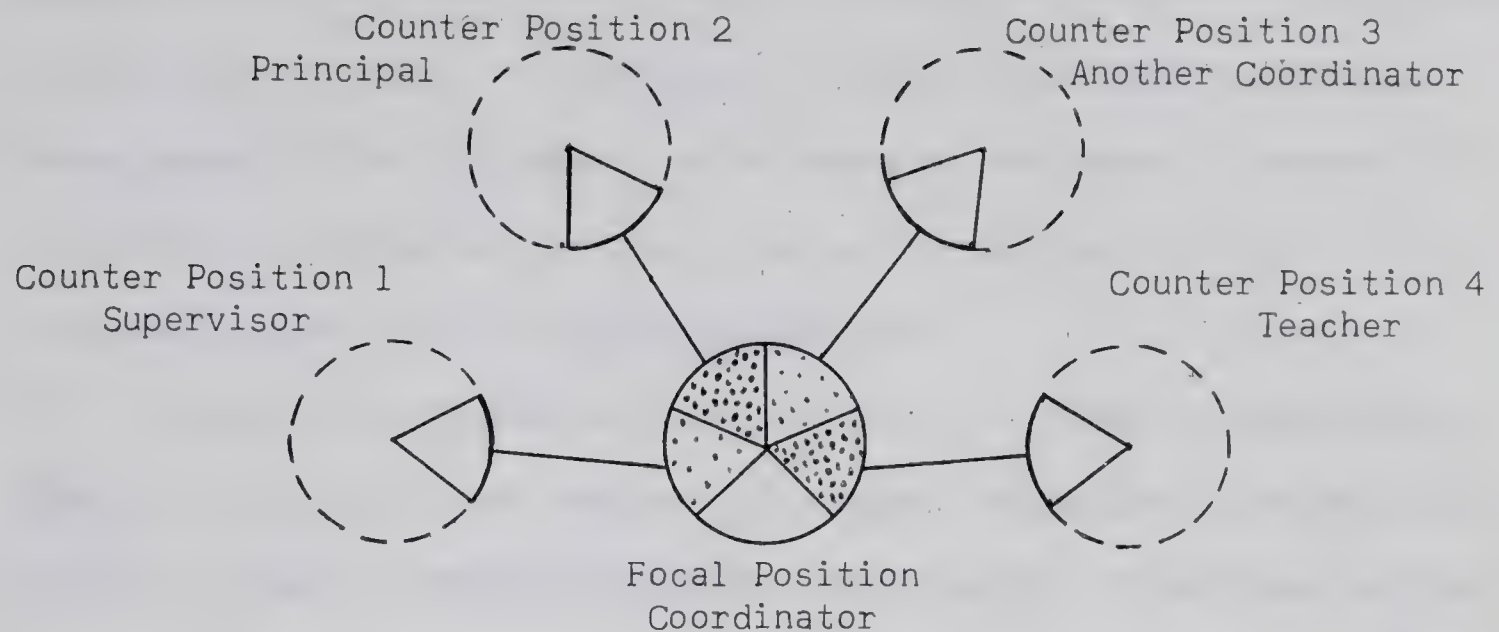


FIGURE 2

## THE POSITION-CENTRIC MODEL

unless all other positions to which it is related have been specified. There are no hierarchic implications in the model.

When individuals with common motives and goals interact repeatedly over a period of time, a group structure consisting of roles and statuses takes shape and becomes stabilized to some degree. The relationships among these individuals are interdependent and reciprocal, linking a given individual to every other individual of the group in certain ways. In terms of the individual's respective contributions in various capacities relevant to the tasks, problems, or goals significant in the interaction process, reciprocal expectations are stabilized for each member in relation to other members. It is these stabilized expectations for behavior in the group, according to Sherif and Sherif, that define the "role" of each group member.<sup>6</sup> Role is a relational concept which has

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<sup>6</sup>Muzafer Sherif and Carolyn W. Sherif, An Outline of Social Psychology (New York: Harper and Row, 1956), p. 162.





meaning in terms of expected, reciprocal modes of behavior among members constituting a group. To the extent that the individual conforms to these expectations, he permits other persons with whom he interacts to anticipate his behavior and thus enables the interacting individuals to function collectively as an integrated unit.

Getzels and Thelen also define "role" in terms of expectations. They say that a role has certain privileges, obligations, responsibilities, and powers. When the incumbent of a position puts these obligations and responsibilities into effect, his behavior is said to be in accordance with his role. The expectations define for the actor what he should or should not do so long as he is the incumbent of the particular position.<sup>7</sup>

Miklos writes that the behavior of an individual is influenced not only by the actual expectations held for him but also by his own perception of those expectations.<sup>8</sup> Thus all coordinators would not exhibit identical behavior partly because they are subjected to differing expectations and partly because they perceive the expectations differently.

Although it is not always included in role analysis, it must be recognized that the individual also has his own conception of his role and that he will be guided to some extent by his self-expectations as well as by the expectations of others. . . .One may still ask why individuals are influenced by the expectations of others.

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<sup>7</sup>Jacob W. Getzels and Herbert A. Thelen, "The Classroom Group as a Unique Social System," in Nelson B. Henry, The Dynamics of Instructional Groups (Chicago: NSSE, 1960), pp. 53-82.

<sup>8</sup>Erwin Miklos, "Role Theory in Administration," The Canadian Administrator, III:2 (November, 1963).



. . .In organizations such as schools, which have a professional orientation, compliance may result more from a common commitment to the goals of the organization. . . .The consequences which ensue from behavior which is in accord with expectations are different from those which ensue from that which is at variance with expectations.<sup>9</sup>

Individuals differ in personal, social, or material capacities, skills, and resources. By virtue of such capacities, skills, and resources some people exert greater weight or control or authority than others. Therefore, when interaction continues over a period of time among individuals with persistent motives or problems, the reciprocal expectations among them fall into a hierarchical pattern. When positions are arranged in a hierarchical order, as for instance in the authority structure, they are usually termed "statuses."

In any culture some roles are idealized and the incumbents of the respective positions enjoy great prestige, while other roles are deemed ordinary, and still others are disapproved. For example, more prestige is attached to the role of coordinator than to the role of teacher. There is much variation in the ease or difficulty of fulfilling roles. Some require minimum of effort and adaptability whereas others demand continuous activity. In any institutional setting an individual is expected to fulfill several roles. For the most part he is unconscious of the fact that a diversity of expectations are held for his behavior. In new and unique circumstances, however, the situation must be interpreted or defined and the behavior that is to be exhibited may be consciously considered. It is in this kind of circumstance that the

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<sup>9</sup>Ibid.





Junior High School coordinator finds himself at present. In general, the higher the status or "visibility" of a position, the more likely one is to be conscious of it.

### III. ROLE CONFLICT

"Role congruency" describes a situation in which an incumbent of a position perceives high agreement in the expectations that others hold for his behavior. "Role conflict" occurs, according to Getzels

. . .Whenever a role incumbent is required to conform to a number of expectations which are mutually exclusive, contradictory, or inconsistent, so that adjustment to one set of requirements makes adjustment to the other impossible or at least difficult. Role conflicts in this sense are situational givens and are independent of the personality of the role incumbent.<sup>10</sup>

An expectation may be considered by the person for whom it is held to be legitimate or illegitimate. A legitimate expectation is one which the incumbent of a focal position feels others have a right to hold. An illegitimate expectation is one which he does not feel others have a right to hold. An expectation which is felt to be legitimate is referred to as a perceived obligation; one which is felt to be illegitimate is termed a perceived pressure.<sup>11</sup>

The problem of role conflict may be considered as evidence of disorganization in the nomothetic dimension and can arise in a number of ways. This study will be concerned with only the following possibilities:

1. Disagreement within the alter group defining the role. This

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<sup>10</sup>Getzels and Guba, op. cit., p. 432.

<sup>11</sup>Gross et al., op. cit., pp. 248-251.



is usually called intra-group conflict.

2. Disagreement among several alter groups each having a right to hold expectations for the behavior of the incumbent of a particular position. This is usually called inter-group conflict.

It may be noted that Sherk gave consideration to intra-group conflict rather than the inter-group type.<sup>12</sup> His study, however, was concerned not only with the expectations of principals for the behavior of the provincially-appointed superintendent of schools in Alberta school divisions and counties, but also with the perceptions of the principal alter group. Sherk found that the members of this reference group expressed wide variation in both the expectations and the perceptions that they had concerning the behavior of the superintendent. He indicated that, in general, specified groups of principals tended to perceive the superintendent's performing in a manner which paralleled their expectations.<sup>13</sup>

Cheal studied role conflict in the leadership of two Composite High Schools in Alberta.<sup>14</sup> He investigated two types of role conflict in the principalship:

1. The kind which arises when there is agreement within the relevant alter groups which define the role through the expectations which they hold for the behavior of the incumbent of a position, but

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<sup>12</sup>Sherk, loc.cit.      <sup>13</sup>Ibid.

<sup>14</sup>John E. Cheal and John H. M. Andrews, "Role Conflict in the Leadership of the Composite High School," The Alberta Journal of Educational Research, IV (December, 1958), 221-226.





disagreement between the groups.

2. The type of conflict which results from disagreement within a given alter group with respect to what the leader should do.

In the study, the pressures on the principal arising from the expectations of the superintendent, the teachers, the pupils, and the parents were considered. A large number of significant conflicts were found to exist in the role of the principal, both between and within the four alter groups. Moreover, conflict was shown to be present in all of six aspects of the role which were investigated. Cheal concluded from his research that "the definition of the principal's role by several alter groups includes many inconsistent and incompatible expectations."<sup>15</sup>

The concept of role conflict refers to the observation that there is never complete agreement within and among the groups which may be considered to hold legitimate expectations for the behavior of an incumbent of a particular position. That the problem is not as serious as it is sometimes considered to be is evidenced by the fact that a principal, for example, seldom has to deal with all groups at the same time, that the groups do not all hold expectations in the same area, and that he may reasonably consider some expectations to be more legitimate than others. If there is consensus among teachers in a school on expectations for the behavior of the principal, this is to his advantage only so long as the expectations coincide with his. "It would appear that some lack of agreement on expectations is not only desirable but

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<sup>15</sup>Ibid.



essential if a social system is to function at all."<sup>16</sup>

#### IV. LEADERSHIP

In addition to the other abilities and skills which the coordinator possesses, it is necessary for him to have qualities of leadership. Andrews outlines three theories of leadership.<sup>17</sup> The Traits Theory claims that leadership is a function of the physical, intellectual, and personality traits of the leader. The Situationist Theory maintains that leadership is a product of the situation. The most recent and the most commonly accepted theory is The Theory of Social Role or The Structural-Functionalist Theory. It is a synthesis of the two mentioned earlier.

Present indications are that the two universal group needs are goal accomplishment and group maintenance. According to Andrews, the Ohio Leadership Studies indicate that the two kinds of leader behavior that will satisfy these needs are: initiating structure and consideration. Initiating structure is the leader behavior necessary to fulfill the group need for goal accomplishment. Consideration is the leader behavior necessary to fulfill the group need for group maintenance. It is evident that a good leader should be active in getting things organized and moving but, at the same time, he should be able to establish warm feelings among the members of the group. Consequently,

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<sup>16</sup>Miklos, loc. cit.

<sup>17</sup>J. H. M. Andrews, "Recent Research in Leadership," Canadian Education, XIII:4 (September, 1958), 15-24. See also Alvin W. Gouldner (ed.), Studies in Leadership (New York: Harper & Bros., 1950).





the coordinator must be high in both dimensions if he is to be successful in his job. Andrews also reports an alternate set of terms for classifying leadership style.<sup>18</sup> This categorization has grown out of the research of the Midwest Administration Centre at the University of Chicago.<sup>19</sup> The nomothetic leader is high in Initiating Structure; he is concerned with institutional expectations and goal accomplishment. The idiographic leader is similar to one who is high in Consideration; he is concerned with individual personalities, needs, and individual actions. The transactional leader is one who is able to steer a course between exclusive preoccupation with either of the extremes.

Miklos studied the expectations which teachers held for the behavior of principals in fifty-six Alberta schools.<sup>20</sup> He contended that a principal should be sensitive to the expectations and to the degree of consensus on expectations which the teachers in his school hold for his behavior. The principals who were acting in terms of the reality of the situation--who were certain about their role in high consensus schools and were uncertain about their role in low consensus schools--were described significantly more favorably as leaders than were those who appeared to be acting counter to the nature of the expectations in the school. Effective leader behavior is based on a realistic interpretation of the situation in which the incumbent finds himself and not on misconceptions and stereotypes of the situation. It appears reasonable to state then that the incumbent coordinators who are

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<sup>18</sup>Ibid.    <sup>19</sup>Refer to model, p. 13.    <sup>20</sup>Miklos, loc. cit.



good leaders "are able to influence the expectations of teachers to a greater extent than are those who exhibit less effective leader behavior."<sup>21</sup> Some of the expectations which teachers hold for the behavior of the coordinator are expectations for his leader behavior.

#### V. CONSULTATION AT THE SCHOOL LEVEL

In recent years public education has been characterized by the steadily increasing size of school systems and consequently, larger and more complex administrative units. School superintendents have worked to explore and solve problems of providing central office supervision. At the same time, however, a strong feeling has persisted that the building unit itself provided the most productive setting for instructional change. The individual school has cohesiveness or "an obvious 'organismic wholeness' which is supported by the community structure within which it exists."<sup>22</sup> In the perception of most parents, change in the schools has to do with the local school which their children attend. Generally, the contributions of lay persons are most helpful and constructive if made at the local school level. It is because of these reasons, McKean states, that the introduction of the "master teacher" into the elementary school and the "consulting teacher" into the high school has met with great success.

This position normally is filled by an experienced teacher already on the staff, a person who is noted for his fine teaching

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<sup>21</sup>Ibid.

<sup>22</sup>Robert C. McKean and H. H. Mills, The Supervisor (Washington: The Centre for Applied Research in Education, Inc., 1964), p. 25.





and for his outstanding ability to work with other faculty members . . . he would be released from all or part of his teaching load and be expected to act in a consultative capacity to the rest of the staff. . . he offers help and guidance, especially to the less experienced teachers and those new to the school.<sup>23</sup>

The advantage of providing consultative services in the individual schools seems to be that teachers are usually more inclined to seek the consulting teacher's help and to invite him to visit their classes since he is not an administrator who may have to rate them for retention, salary, or promotion.

Instead, he is a fellow teacher. . . . Some attempt, of course, is made to select supervising teachers who possess special competence in various subject areas. . . to provide supervisory services of a nonadministrative nature to augment the sometimes limited efforts of the principal.<sup>24</sup>

Smith states that in Denver each secondary school has its own coordinator of instruction. The coordinator is a generalist. To discuss any one subject-matter area within a grade level, resource persons from the Department of Instruction are frequently brought in.<sup>25</sup>

Langer writes that St. Paul, Minnesota, has instituted a policy whereby in each Junior High School that is opened, a core resource teacher is assigned on a full-time basis. "Core" is applied in some fashion to all or part of the total curriculum which is required of all students at a given level. The resource teacher orders supplementary books and materials and builds files for each core classroom. He meets in separate weekly meetings with groups of core teachers at each grade

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<sup>23</sup>Ibid., p. 29.      <sup>24</sup>Ibid., p. 30.

<sup>25</sup>Mary Neel Smith, "Organization for the Improvement of Instruction in a Denver School," California Journal of Secondary Education, XXX (March, 1955), 183-187.



level; the agenda is dictated by the needs of the group. He encourages in-service training and stimulates participation in city-wide curriculum programs. He acts frequently as host to various community groups and to visiting school groups.<sup>26</sup>

Over the years, the Junior High Schools of San Francisco have tried various organizational devices for improving instruction. They have used rotating department chairmen who had no official status and who were given no time allowance and no salary differential for their service. They have gone from the extreme of having a central office curriculum section which devoted its services to writing formal courses of study to the opposite extreme of having no one in the central office to take responsibility for curriculum work, leaving everything to the individual schools. At the present time, there is in the central office "only the barest minimum number of supervisors."<sup>27</sup> The teachers who devote some time to leadership in the improvement of instruction are called "curriculum assistants." Williams states that the curriculum assistants in the Junior High Schools of San Francisco perform the following tasks:

1. Encourage the formation of curriculum committees and small study groups.
2. Orient student teachers, day-to-day substitutes, long term

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<sup>26</sup>Ruth Langer, "Core Resource Teacher and Coordinator Becomes an Institution in St. Paul," Bulletin of National Association of Secondary School Principals, XLII:236 (March, 1958), 104-105.

<sup>27</sup>Edward H. Redford, "Organizing for Curriculum Development in a City's Secondary Schools," California Journal of Secondary Education, XXX (March, 1955), 174-178.





substitutes, and teachers new to the school.

3. Work with probationary teachers to acquaint them with standards and procedures of the school.
4. Keep the faculty informed of new materials, ideas, and methods in curriculum.
5. Develop and arrange relevant field trips and make suggestions to the teachers for preparation and follow-up instruction.
6. Act as liaison between curriculum workers in the central office and classroom teachers.<sup>28</sup>

Williams concludes in the following manner. The principal is "the leader who ultimately determines school policy; but in order that his decisions may be based upon a wide knowledge of all facets of the school, he calls upon the curriculum assistants to help him."<sup>29</sup>

In some respects the position of Junior High School coordinator in the Edmonton Public School System is patterned on that of San Francisco and Los Angeles. In a talk to a meeting of supervisors, Junior High School principals, and coordinators, the Superintendent said, "Los Angeles has much promise. It may be the direction in which we will move."<sup>30</sup>

The program utilizing Junior High School coordinators was first

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<sup>28</sup>Morris Williams, "Use of Curriculum Assistants by Principals for Improving Instruction," California Journal of Secondary Education, XXX (March, 1955), 179-182.

<sup>29</sup>Ibid.

<sup>30</sup>Talk given by Dr. P. Borgen, Superintendent of Schools, at the Kingsway Motor Hotel, January 25, 1965.



begun in Los Angeles in 1945. At the present time there are four administrative coordinators, one assigned to each of four regional offices located in different areas of the city. The position of "administrative coordinator," as the title implies, is an administrative position, a step above that of secondary principal.

Resident at each school, however, are four to six "local coordinators," comprising a total of 335. The title, "Consulting Teacher" or "Resource Teacher," does not accurately describe the role of the local coordinator. He may or may not serve in such a capacity. He is appointed for one year by the principal, and is responsible to the principal. He may perform functions such as organizing workshops, institutes, special programs, and the like. In practice the teacher selected as coordinator usually has a Master's degree and has had at least five years of successful teaching. He is normally given one teaching period per day to attend to his duties as coordinator. His remuneration is forty-seven dollars per month (pay period) in addition to his regular teaching salary.<sup>31</sup>

The Public School Boards of a number of Canadian cities including Vancouver, Calgary, Regina, Winnipeg, and Toronto, do not have on staff any coordinators or resident consulting teachers in their Junior High Schools.<sup>32</sup>

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<sup>31</sup>Information obtained from correspondence with Secondary Administrative Coordinators, Richard T. Cooper and Dave Schwartz, Los Angeles City School Districts, February, 1965.

<sup>32</sup>Information obtained from correspondence with the Superintendents of the respective school boards, December, 1964.





## VI. SUMMARY

In this chapter reference was made to literature on the social system, the concept of role, role conflict, leadership, and the development of curriculum and improvement of instruction. In certain respects, the program which provides coordinator services in the Edmonton Public School System is similar to those presently functioning in Los Angeles and San Francisco. It appears that the responsibilities of coordinators in the two American cities vary somewhat between systems and between schools, ranging from activities which are mainly coordinating to activities which are mainly consultative in nature. The major cities of Western Canada do not utilize the services of coordinators in their Junior High Schools.



## CHAPTER III

### THE RESEARCH DESIGN

The study required expression by supervisors, principals, coordinators, and teachers of their personal expectations for the behavior of the coordinator in the Junior High School. It seemed that an effective way of gaining the information was to include a covering letter with the questionnaire to each respondent explaining the purpose of the study and to request that the necessary assistance be given by completing and returning the questionnaire.

In this chapter reference is made to the preparation of the questionnaire and its distribution, and the method used in the analysis of the data is briefly outlined.

#### I. PROCEDURE

##### The Instrument

The data for this study were collected by means of a questionnaire which was prepared for the purpose. The questionnaire, almost in its entirety, was of a closed type. This type of questionnaire was preferred to the open-end questionnaire because it was felt that open-end responses would provide either too wide or too narrow a range of consultative services making it difficult to draw adequate conclusions. It was conceived that the closed questionnaire included a sufficiently comprehensive list of typical consultative services in which a





coordinator may be expected to engage and from which the respondents could make their selections freely. Certain sections in the questionnaire, however, were open-end to allow the respondents more freedom in expressing opinions which would be valuable when suggestions were under consideration for the improvement of the program providing coordinator services.

To the best knowledge of the investigator, a questionnaire with an adequate list of consultative services which could have been adapted to this study was not available. This was understandable since the position of coordinator at the Junior High level was only recently created and was still non-existent in many school systems. Many of the questionnaires which have been used in the past related to the role of the coordinator in varying degrees. Questionnaires prepared by Hrynyk<sup>1</sup> and McLoughlin<sup>2</sup> for their studies in the Department of Educational Administration at the University of Alberta were helpful.

In its final form the questionnaire which was used in this study divided the expectations for the behavior of the coordinator into six general areas: curriculum development, utilizing educational facilities, in-service education, improvement of instruction, general consultation, and the coordinating function. The respondents were asked to indicate

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<sup>1</sup>N. L. Hrynyk, "Supervisory Needs: West Jasper Place Public Schools" (unpublished Master's thesis, The University of Alberta, Edmonton, 1963).

<sup>2</sup>Roy McLoughlin, "An Analysis of the Role of Supervisor of Elementary Instruction" (unpublished Master's thesis, The University of Alberta, Edmonton, 1965).



their expectations for the behavior of the coordinator by encircling one of four responses--strongly agree, agree, disagree, strongly disagree--to each suggested item. The respondents were asked to rank various consultative services in the order in which they considered these services important. The respondents were also asked to suggest the coordinator services which they felt were most helpful as well as the factors which they thought tended to militate against the attainment of maximum benefits from interaction with one or more coordinators. The coordinators were asked to indicate the problems that they had encountered in their attempts to develop the potential of their position.

#### Validation of the Instrument

The instrument prepared for the present study has undergone a number of revisions following preliminary administration to selected Master's students in Educational Administration at the University of Alberta. These persons responded to the questionnaire and offered constructive criticism.

#### Collection of the Data

In December 1964 the fifteen principals in whose schools one or more coordinators were resident were contacted by the investigator. Each principal submitted the names of the teachers from his school who taught in the subject areas which were specialties of the resident coordinator. Each principal advised the investigator whether the assistant-principal had sufficient contact with the coordinator to warrant his participation in completing the questionnaire.





In January 1965 a letter (Appendix A) was sent to each coordinator requesting from him the names of teachers from other schools with whom he had contact and who would be asked to complete the questionnaire. The principal of each of these schools was included.

Of the Central Office administrative personnel only those individuals were included who were directly involved in Junior High School education and who worked closely with the coordinators.

At a meeting of Junior High School principals in late January, the principal of the school in which the investigator taught and the General Supervisor of Junior High Schools outlined the purpose of the study and asked the principals for their cooperation. This request was well received as was later evidenced by the excellent returns of completed questionnaires.

Early in February the questionnaires were delivered to the schools. A copy of the questionnaire is shown in Appendix B. Each principal distributed the questionnaires to the selected teachers at his school and then collected them when completed. A separate envelope was provided with each questionnaire to encourage uninhibited responses from teachers and coordinators. In all, 265 questionnaires were distributed--twenty questionnaires to Central Office personnel, forty-two to principals, nine to assistant-principals, eighteen to coordinators, and 176 to teachers.

The sample used in the study and the percentage of questionnaire returns is shown in Table I. Completed questionnaires were received from all principals, assistant-principals, and coordinators. Completed



questionnaires were received from eighteen out of twenty supervisors and from 167 of the 176 teachers. Four teacher questionnaires were destroyed since they were inadequately completed. Of the grand total of 265 questionnaires distributed, a net total of 250 questionnaires, or 94.4 per cent, were received in usable form.

TABLE I  
NUMBER OF RESPONDENTS INCLUDED IN THE STUDY  
AND PERCENTAGE OF QUESTIONNAIRE RETURNS

Respondents	Number Received	Number Returned	Number Usable	Per Cent Usable
Supervisors	20	18	18	90
Principals	51	51	51	100
Coordinators	18	18	18	100
Teachers	176	167	163	93

Table II provides data concerning sex, age, university training, and teaching experience of the respondents. There seems to be no indication that the respondents, as a whole, were not representative of the typical administrator or teacher of the Edmonton Public School System. One observation, however, may be that coordinators in contacting teachers from other schools may have tended to contact those who were inexperienced and possibly more in need of consultative assistance.





TABLE II

## SEX, AGE, UNIVERSITY TRAINING, AND TEACHING EXPERIENCE OF RESPONDENTS

Characteristic	Supervisor (N:18)	Principal (N:51)	Coordinator (N:18)	Teacher (N:163)
Sex				
Male	12	49	11	85
Female	4	0	7	77
Age				
Under 21	0	0	0	3
21 - 30	0	1	2	88
31 - 40	5	7	8	31
41 - 50	8	14	6	24
Over 50	4	28	2	17
University Training				
1 year	0	0	1	16
2 years	0	0	1	29
3 years	0	0	0	23
4 years	1	7	9	62
5 years	2	14	6	24
6 years and over	14	29	1	6
Total Teaching Experience				
1 year	0	0	0	30
2 - 4 years	0	0	1	52
5 - 10 years	2	3	6	38
11 years and over	15	47	11	43
Jr. High Teaching Experience				
1 year	1	0	0	42
2 - 4 years	1	5	2	57
5 - 10 years	7	12	9	35
11 years and over	6	33	7	26



## II. TREATMENT OF THE DATA

The data from the completed questionnaires, exclusive of the responses to the three open-end questions, were processed by use of IBM equipment.

### Consensus Within Groups

This type of consensus was determined for each item for each group. The problem statistically was to find an approach which would identify the response distributions to single expectation items that displayed most consensus. Gross, Mason, and McEachern state it in this way:

Given a series of distributions, each of which is comprised of the set of responses of a sample to a single expectation item . . . , how can scores be obtained which will rank the items on a continuum of consensus?<sup>3</sup>

It is evident that if all principals, for example, choose the same response category for any one item, then there is perfect consensus within that group. Similarly, if the frequencies are distributed equally among the four categories, or if fifty per cent of the responses are at one end of the response continuum and fifty per cent at the other, then there is complete lack of consensus. However, situations where there is perfect or complete lack of consensus rarely occur. The problem arises when there are two distributions such as those portrayed in Figure 3. Both examples show some consensus but it may not be readily

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<sup>3</sup>Neal Gross, Ward S. Mason, and Alexander McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, Inc., 1958), p. 105.





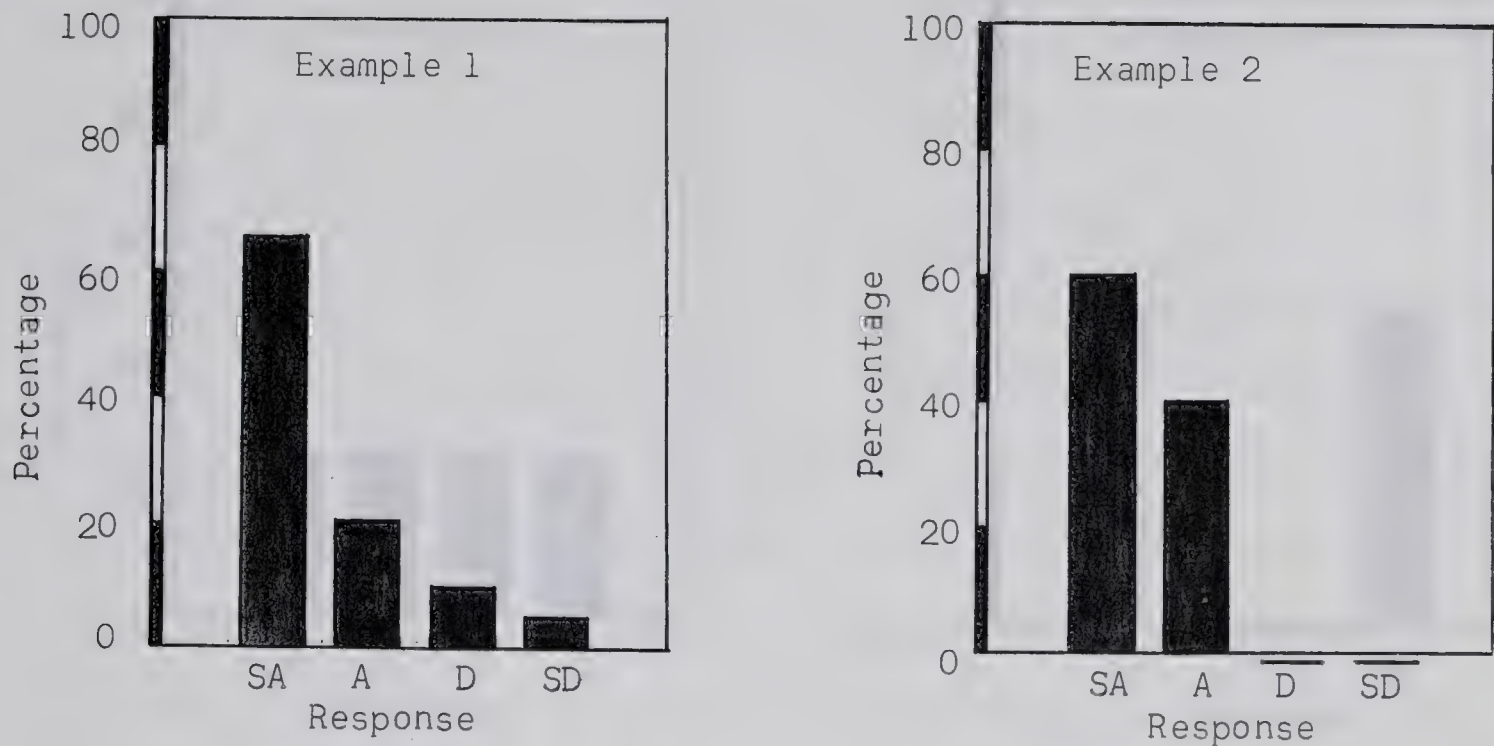


FIGURE 3

#### HYPOTHETICAL EXAMPLES OF PERCENTAGE FREQUENCY DISTRIBUTIONS OF RESPONSES TO TWO EXPECTATION ITEMS

discernible which shows more. There is a larger modal category in Example 1; that is, there are more people who agree on a single response. However, Example 1 has responses which are distributed over the entire possible range, whereas Example 2 has responses in only two categories which are, in addition, adjacent. It is evident that in the measurement of consensus at least two elements need to be considered: central tendencies and variability of the distributions.

Another complicating factor is that there are two types of distributions which might indicate a complete lack of consensus among the respondents. These two types are illustrated in Figure 4. In Example 3 there is no consensus because each response occurs with equal frequency. In Example 4 lack of consensus for the sample would appear to stem from



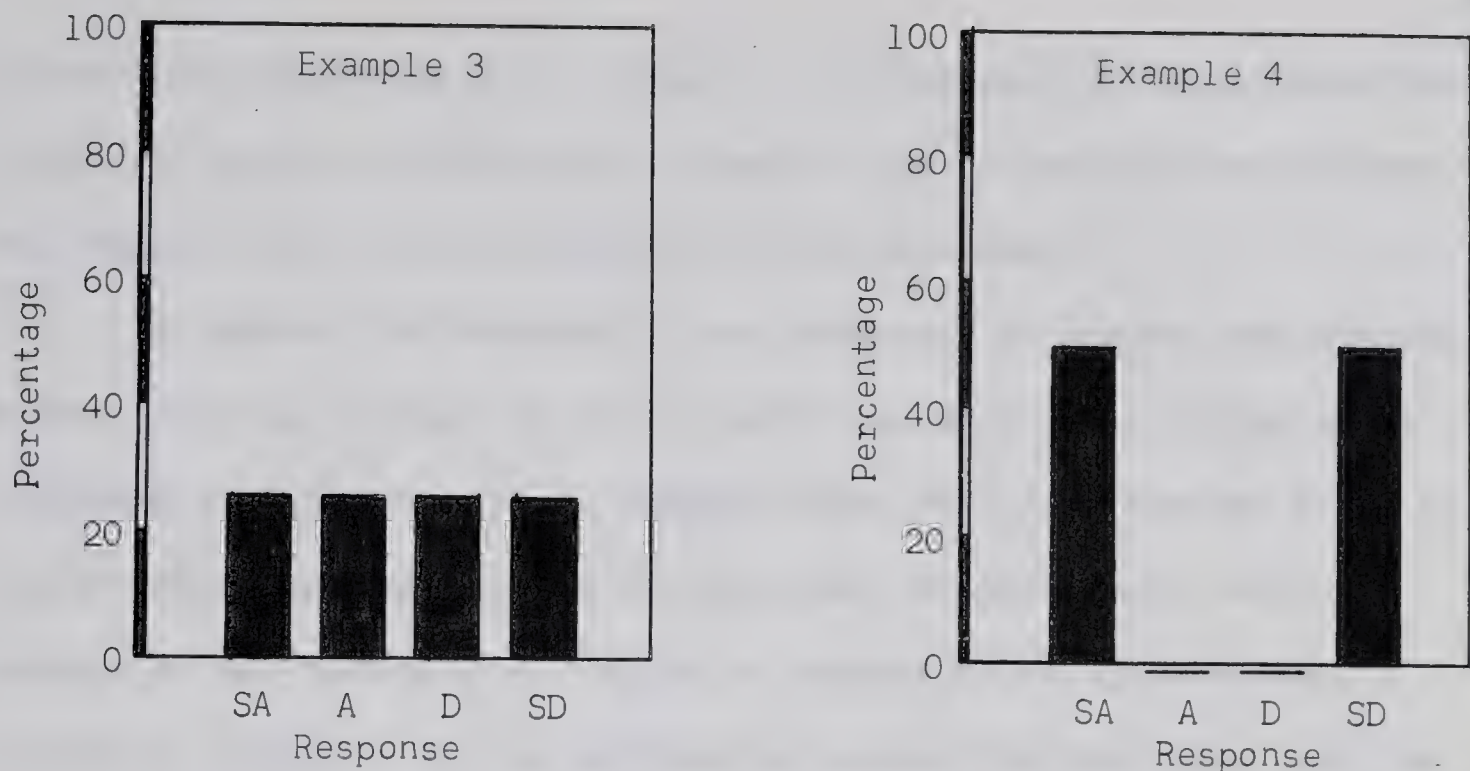


FIGURE 4

HYPOTHETICAL EXAMPLES OF PERCENTAGE FREQUENCY DISTRIBUTIONS  
OF RESPONSES TO TWO EXPECTATION ITEMS

the existence of two completely contradictory evaluative standards applied to the same behavior.

In view of these problems it was decided to use the variance of the distribution as a measure of intrasample consensus. Gross, Mason, and McEachern suggest the following advantages of using the variance as a measure of intraposition consensus:

1. The variance employs squared deviations and it was felt to be desirable to magnify extreme deviations, particularly in view of the fact that the questionnaire checklist included variations in intensity.
2. The variance is relatively easy to compute.
3. The variance is a statistic which lends itself to a variety of statistical computations and manipulations.<sup>4</sup>

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<sup>4</sup>Ibid., p. 115.





Warren used the variance as a measure of intraposition consensus within the principal and teacher alter groups in his analysis of the leadership expectations for the behavior of the principal.<sup>5</sup>

To compute the variance it was necessary to assume that distances between response categories on the continuum were equal. This meant selecting an interval scale. Siegel states that "an interval scale is characterized by a common and constant unit of measurement which assigns a real number to all pairs of objects in the ordered set."<sup>6</sup> He further suggests that in an interval scale, the zero point and the unit of measurement are arbitrary. For items one through fifty-nine of the questionnaire, the numerical weights one, two, three, and four were assigned corresponding respectively with the response categories strongly agree, agree, disagree, and strongly disagree. A relatively low numerical value of the variance for the frequency distribution of an item indicates a high degree of consensus; a high variance value indicates a low degree of consensus.

#### Consensus Between Groups

The problem here was to find a statistical technique which would indicate whether the distribution of the responses of one alter group was significantly different from that of another alter group on each item. Sample values almost always differ somewhat and it was

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<sup>5</sup>Philip John Warren, "Leadership Expectations of the Principal in Newfoundland's Regional and Central High Schools as Perceived by Principals and Staffs" (unpublished Master's thesis, The University of Alberta, Edmonton, 1959).

<sup>6</sup>Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), p. 26.



necessary to determine whether the observed sample differences signified differences among populations or whether they were merely chance variations that are to be expected among samples from the same population. It was decided that the chi square test was an appropriate technique to use to test for interposition consensus. Chi square is commonly used when data are in frequencies, as in the number of responses in different categories.

Chance leads to discrepancies between observed and expected frequencies. Differences in responses arise as a result of chance sampling even though the two universes do not differ. Thus, contingency tables involving the possible relationship between two categorized variables will yield varying chance values of chi square even though no real difference exists. The more closely the observed results approximate the expected, the smaller the chi square and the closer the agreement between observed data and the hypothesis being tested. It was hypothesized by the investigator that no significant difference existed between the distributions under consideration, and that any observed difference occurred merely by chance. Contrariwise, the larger the chi square, the greater the probability of a real divergence of experimentally observed results from expected results.

A frequently occurring type of contingency table is the 2 x 2, or fourfold, contingency table. A chi square test for independence can be readily obtained for such a table without calculating the expected values.

Ferguson states that on occasion it may be possible without serious distortion of the data to combine rows and columns of a





contingency table to increase the expected cell frequencies.<sup>7</sup> He further states that a table with R rows and C columns may be reduced to a 2 x 2 table in order to facilitate a rapid test of independence with chi square. "This procedure is legitimate enough provided the points of dichotomy of the two variables are made without reference to cell frequencies."<sup>8</sup> The practice which is discouraged is the locating of the points of the dichotomy in a manner which maximizes the association in the data and obtains thereby a significant chi square.

For items one through fifty-nine of the questionnaire, a 2 x 2 contingency table was used. Supervisors and principals constituted one group and teachers the other. The response categories were dichotomized into strongly agree and agree versus disagree and strongly disagree, or strongly agree versus agree categories. When frequencies in the disagree and strongly disagree categories were very small, they were disregarded.

Similar dichotomies of response categories were used in 2 x 2 tables to test for significant differences between the following: expectations of teachers of academic subjects and expectations of teachers of non-academic subjects; expectations of teachers with less teaching experience and expectations of teachers with more experience; expectations of teachers having less university training and expectations of teachers who are better qualified; and finally, expectations of male teachers and expectations of female teachers.

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<sup>7</sup>George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 172.

<sup>8</sup>Ibid., p. 177.



Results were tested at the .05 and .01 levels of significance. When differences were found to be significant, the null hypothesis was considered to have been refuted and a lack of consensus between the groups indicated.

The mean responses were used to order the consultative services in each questionnaire section from most favored to least favored items.

The median test was used to compare the ranking of consultative services by supervisors and principals as opposed to the ranking by coordinators and teachers. Siegel's suggestion to use the chi square corrected for continuity was followed.<sup>9</sup> Again the .05 and .01 levels of significance were used.

Responses to the open-end questions were itemized and tabulated in frequency tables.

### III. SUMMARY

A questionnaire was prepared to obtain data which were helpful in the attempt to analyze the role of the Junior High School coordinator. The respondents were the coordinators and the administrative personnel and teachers who were most closely involved in the program providing consultative services. Variance and chi square were adopted as the basic statistical techniques in determining interposition and intra-position consensus. Mean responses indicated the items which were most favored as desirable activities for the coordinator to engage in. The median test compared the ranking by various alter groups of nine major

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<sup>9</sup>Siegel, op. cit., p. 112.





consultative services. Responses to the open-end questions were tabulated in frequency tables.



## CHAPTER IV

### CURRICULUM DEVELOPMENT AND UTILIZING EDUCATIONAL FACILITIES

The purpose of this chapter is to present an analysis of the responses of supervisors, principals, coordinators, and teachers to items one through fifteen of the questionnaire sections, "Curriculum Development" and "Utilizing Educational Facilities." The analysis of the data is presented in two sections: interposition consensus and intra-position consensus.

#### I. INTERPOSITION CONSENSUS

##### Expectations for Curriculum Development

Table III compares the expectations of supervisors and principals with the expectations of teachers in the area of "Curriculum Development."

Responses to items 2, 4, 5, and 8 were dichotomized as strongly agree versus agree since it was felt that the disagree and strongly disagree frequencies were too small to be considered. It was found that on item 2, "develop course outlines for new teachers," item 4, "encourage experimentation in curriculum improvement," and item 8, "act as liaison between Central Office and school," there was no significant difference between the expectations of supervisors and principals on one hand and teachers on the other. As a dichotomy suggests, most of the responses were favorable, and for every item there were more agree responses than strongly agree responses.





The chi square test indicated a significant difference at the .01 level on item 5, "help develop differential programs." Out of sixty-four supervisors and principals, twenty individuals or 31 per cent

TABLE III

EXPECTATIONS OF SUPERVISORS AND PRINCIPALS COMPARED WITH EXPECTATIONS OF TEACHERS IN AREA OF CURRICULUM DEVELOPMENT

Item	Content	Type of Dichotomy	Value of $\chi^2$
1	Provide schedules indicating sequence, time allotment	SA A / D SD	.328
2	Develop course outlines for new teachers	SA / A	1.341
3	Develop course outlines for experienced teachers	SA A / D SD	2.077
4	Encourage experimentation in curriculum	SA / A	3.362
5	Help develop differential programs	SA / A	8.711 <sup>b</sup>
6	Encourage teachers to sponsor extra activities	SA A / D SD	1.224
7	Encourage participation in curriculum committees	SA A / D SD	2.894
8	Act as liaison between Central Office and school	SA / A	.138

<sup>a</sup>Significant at .05 level.

<sup>b</sup>Significant at .01 level.

expressed a strongly agree response and forty-four persons or 69 per cent expressed an agree response. Teachers, however, did not favor this service quite as forcefully as did supervisors and principals. Of the



133 teacher responses, only eighteen of them or 14 per cent were strongly agree while 115 (86 per cent) were agree responses.

The dichotomy used for items 1, 3, 6, and 7 was strongly agree and agree versus disagree and strongly disagree. It was found that no significant difference existed between the expectations of supervisors and principals as compared with the expectations of teachers. Both sample groups expressed largely favorable responses to item 1, "provide schedules indicating sequence and time allotment," item 6, "encourage teachers to sponsor out-of-class activities in their subject fields," and item 7, "encourage participation in curriculum committees." Item 3 which stated that a coordinator should assist in the development of comprehensive course outlines for experienced teachers was favored by 59 per cent of the supervisors and principals but only by 49 per cent of the teachers. Nevertheless, as was mentioned earlier, a chi square test indicated that no significant difference existed between the groups.

#### Expectations for Utilizing Educational Facilities

Table IV compares the expectations of supervisors and principals with the expectations of teachers in the area of "Utilizing Educational Facilities."

The responses to item 10 were dichotomized as strongly agree versus agree. A large majority of the responses were agree rather than strongly agree in favoring the coordinator's assisting in the selection of primary references and other instructional materials. It was found that no significant difference existed between the expectations of the two sample groups.





TABLE IV

EXPECTATIONS OF SUPERVISORS AND PRINCIPALS COMPARED WITH EXPECTATIONS  
OF TEACHERS IN AREA OF UTILIZING EDUCATIONAL FACILITIES

Item	Content	Type of Dichotomy	Value of $\chi^2$
9	Ensure that instructional materials are available	SA A / D SD	6.572 <sup>a</sup>
10	Help select references and materials	SA / A	2.009
11	Order and distribute books	SA A / D SD	6.601 <sup>a</sup>
12	Help utilize audio-visual equipment	SA A / D SD	2.298
13	Demonstrate use of new equipment	SA A / D SD	.306
14	Encourage experimentation with new media	SA A / D SD	.016
15	Arrange field trips and tours	SA A / D SD	1.448

<sup>a</sup>Significant at .05 level.

<sup>b</sup>Significant at .01 level.

The dichotomy used for the remaining six items of the section was strongly agree and agree versus disagree and strongly disagree. The responses to items 12, 13, 14, and 15 showed no significant difference between the expectations of supervisors and principals as compared with the expectations of teachers. For item 13, "demonstrate use of new equipment," and item 14, "encourage experimentation with new mechanical and electronic devices in education," there were approximately four times as many favorable as unfavorable responses for the two samples. Item 12, "assist in the full utilization of audio-visual equipment,"



also had largely favorable responses; however, the percentage of favorable replies was greater for supervisors and principals than for teachers. The distributions for item 15 were different somewhat. A small majority of the supervisors and principals (53 per cent) felt that a coordinator should arrange field trips and tours and make suggestions for follow-up instruction; a small majority of teachers (56 per cent) were opposed. As was already indicated, these variations in responses between the two sample groups for items 12 through 15 were not sufficiently large to be statistically significant.

On items 9 and 11, the chi square test indicated a significant difference at the .05 level. On item 9, "ensure that instructional materials are available," 62 per cent of the supervisors and principals expressed favorable responses and 79 per cent of the teacher respondents expressed approval. On item 11, out of sixty-nine supervisors and principals, nine strongly agreed or agreed that a coordinator should order and distribute textbooks, primary references, and workbooks, while sixty respondents (87 per cent) disagreed or strongly disagreed. Of the 163 teachers, forty-seven favored this suggested coordinator service while 116 persons (71 per cent) disapproved of it. It is evident that the supervisor and principal group was more opposed to the suggested service.

#### Mean Responses for Curriculum Development

Table V shows the rank order of the mean responses of supervisors, principals, coordinators, and teachers to the items in the questionnaire section, "Curriculum Development."





TABLE V

## RANK ORDER OF MEANS ON QUESTIONNAIRE SECTION CURRICULUM DEVELOPMENT

Item	Content	S	P	C	T <sup>a</sup>
Rank					
1	Provide schedules indicating sequence, time allotment	8	7	8	7
2	Develop course outlines for new teachers	5.5	3	3.5	1
3	Develop course outlines for experienced teachers	7	8	7	8
4	Encourage experimentation in curriculum	1.5	1	1	<b>3</b>
5	Help develop differential programs	3	4	5.5	4
6	Encourage teachers to sponsor extra activities	5.5	6	3.5	6
7	Encourage participation in curriculum committees	4	5	5.5	5
8	Act as liaison between Central Office and school	1.5	2	2	2

<sup>a</sup>S: Supervisors; P: Principals; C: Coordinators; T: Teachers.

The two services which were considered generally by all groups as most worthwhile for the coordinator to engage in were item 4, "encourage teacher experimentation in curriculum development," and item 8, "act as liaison between curriculum workers in the Central Office and classroom teachers." The mean responses for the one most favored service were as follows: supervisors, 1.500 (items 4 and 8); principals, 1.706 (item 4); coordinators, 1.667 (item 4); teachers, 1.706 (item 2). The



teacher group placed item 8 and item 4 in second and third place, respectively, on the continuum of preferred services. This particular alter group reacted most favorably to item 2, "assist in the development of comprehensive course outlines for new teachers." Item 2 and item 5, "help to develop differential programs," were likewise considered by all groups to have a great deal of merit.

The two coordinator services to be designated by the four alter groups as least desirable were item 1, "provide schedules indicating the sequence for teaching the units of a course and the time allotment per unit," and item 3, "assist in the development of comprehensive course outlines for experienced teachers."

#### Mean Responses for Utilizing Educational Facilities

Table VI shows the rank order of the mean responses of supervisors, principals, coordinators, and teachers to the items in the questionnaire section, "Utilizing Educational Facilities." A great deal of disparity is evident in the rank ordering of the items by the various alter groups.

Item 10 which stated that a coordinator should assist teachers in the selection of primary references and other instructional materials placed very high on the continuum of preferred services. Principals and coordinators favored it most, the respective mean responses being 1.784 and 1.833. Supervisors and teachers assigned this service to second place on the continuum. It was the feeling of the teachers that the most worthwhile service was ensuring that proper and adequate instructional materials were available (item 9); the mean response was





TABLE VI  
RANK ORDER OF MEANS ON QUESTIONNAIRE SECTION  
UTILIZING EDUCATIONAL FACILITIES

Item	Content	S	P	C	T <sup>a</sup>
		Rank			
9	Ensure that instructional materials are available	3	5	4	1
10	Help select references and materials	2	1	1	2
11	Order and distribute books	7	7	7	7
12	Help utilize audio-visual equipment	5.5	2.5	3	5
13	Demonstrate use of new equipment	4	2.5	5	4
14	Encourage experimentation with new media	5.5	4	2	3
15	Arrange field trips and tours	1	6	6	6

<sup>a</sup>S: Supervisors; P: Principals; C: Coordinators; T: Teachers.

1.914. An interesting observation is that supervisors considered item 15 most desirable; their mean response was 1.722. Item 15, which stated that a coordinator should arrange field trips and educational tours and make suggestions for follow-up instruction, outlined a service that the other three groups felt was relatively unnecessary and, according to their mean responses, appeared in sixth position.

All groups were in agreement that the least desirable of the services suggested in this section of the questionnaire was item 11, "order and distribute textbooks, primary references, and workbooks."



## II. INTRAPOSITION CONSENSUS

Expectations of Supervisors

The variance scores of supervisors on questionnaire items 1 through 15 in the areas of "Curriculum Development" and "Utilizing Educational Facilities," are shown in Table VII.

TABLE VII

ORDERED VARIANCE SCORES FOR SUPERVISORS AND PRINCIPALS IN AREAS OF CURRICULUM DEVELOPMENT AND UTILIZING EDUCATIONAL FACILITIES

Item	Supervisor Variance	Item	Principal Variance
10	.172	8	.209
5	.246	14	.274
3	.311	13	.275
14	.311	4	.286
2	.321	5	.313
6	.321	12	.318
4	.361	10	.327
8	.361	1	.410
12	.422	11	.423
15	.424	6	.511
9	.444	15	.560
11	.563	2	.564
7	.683	3	.635
13	.693	7	.643
1	.694	9	.655

The variance scores for supervisors ranged from .172 on item 10, a high-consensus item, to .694 on item 1, an item on which there was low consensus. In the case of item 10, "assist teachers in the selection of primary reference and other instructional materials," fourteen supervisors out of eighteen (78 per cent) agreed and four supervisors (22 per cent) strongly agreed. On item 1, however, two supervisors





strongly agreed and seven agreed that a coordinator should provide schedules indicating the sequence for teaching the units of a course and the time allotment per unit; on the other hand, seven supervisors disagreed and two strongly disagreed. It is evident that the responses which favored the coordinator service and the responses which opposed it were equally divided. Figure 5 illustrates the response variabilities for these two items.

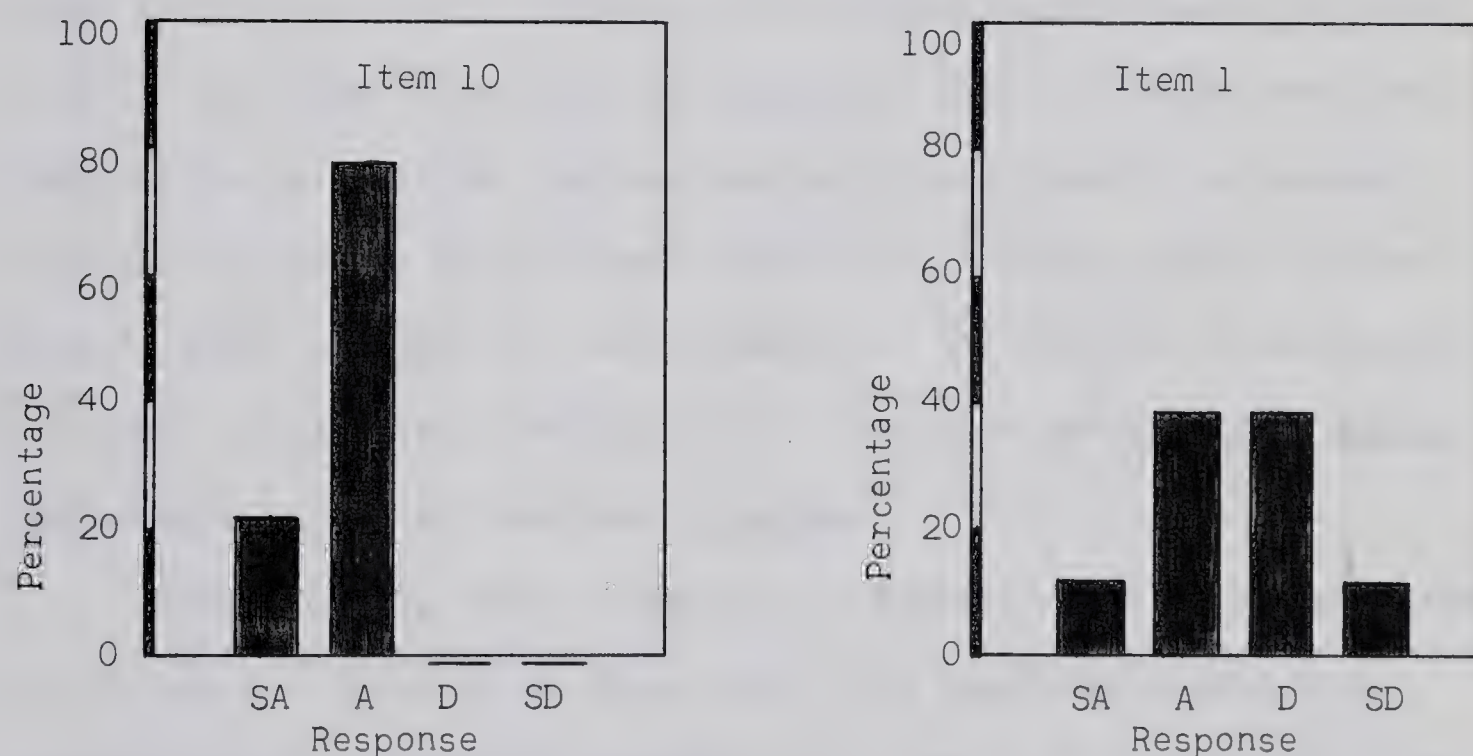


FIGURE 5

SUPERVISOR RESPONSES TO "HELP SELECT REFERENCES AND MATERIALS"  
AND "PROVIDE SCHEDULES INDICATING SEQUENCE AND  
TIME ALLOTMENT"



Item 5, "help develop differential programs," also elicited a high degree of consensus; ten supervisors expressed an agree response and eight, a strongly agree response. Eleven supervisors agreed that a coordinator should assist in the development of comprehensive course outlines for experienced teachers (item 3); one supervisor strongly agreed and six disagreed. In response to item 14, "encourage experimentation with new mechanical and electronic devices in education," fourteen supervisors agreed while three disagreed and one strongly disagreed. It is interesting to note that although the response distributions for items 3 and 14 were not identical, the variance scores were the same (.311). Two other items showing relatively high consensus were item 2, "develop course outlines for new teachers," and item 6, "encourage teachers to sponsor out-of-class activities in their subject fields to enhance pupil interest and understanding." The response distributions for items 2 and 6 were identical; four responses were strongly agree, twelve were agree, and two were disagree.

Items showing least consensus, in addition to item 1, were items 11, 7, and 13. On each of these items, the responses ranged from strongly agree to strongly disagree. On item 11, "order and distribute textbooks, primary references, and workbooks, 22 per cent of the supervisors responded favorably while 78 per cent responded unfavorably. Although 89 per cent of the supervisors favored item 7, "encourage participation in curriculum committees," one supervisor disagreed and one strongly disagreed with the service. Four supervisors strongly agreed and eight agreed that a coordinator should demonstrate the use of





newly-acquired or newly-developed equipment (item 13); however, five supervisors disagreed and one expressed a strongly disagree response.

### Expectations of Principals

Table VII, page 51, also shows the variance scores of principals on questionnaire items 1 through 15 in the areas of "Curriculum Development" and "Utilizing Educational Facilities."

The variance scores for principals ranged from .209 on item 8, a high-consensus item, to .655 on item 9, a low-consensus item. In the case of item 8, fifty of the fifty-one principals expressed favorable responses; only one principal expressed a disagree response. Item 8 stated that a coordinator should act as liaison between curriculum workers in the Central Office and classroom teachers. However, on item 9, "ensure that proper and adequate instructional materials are available," 57 per cent responded favorably while 43 per cent responded unfavorable. Figure 6 illustrates the response variabilities for items 8 and 9.

It is apparent from Table VII (page 51) that items 14, 13, 4, and 5 also elicited high degrees of consensus. On item 14, "encourage experimentation with new mechanical and electronic devices in education," 72 per cent of the responses were agree, 10 per cent were strongly agree and 18 per cent were disagree. A similar distribution was evidenced for item 13, "demonstrate use of new equipment." Item 4, "encourage experimentation in curriculum," and item 5, "help develop differential programs," received largely agree responses; not too many responses were strongly agree, a few were disagree, and no responses were strongly



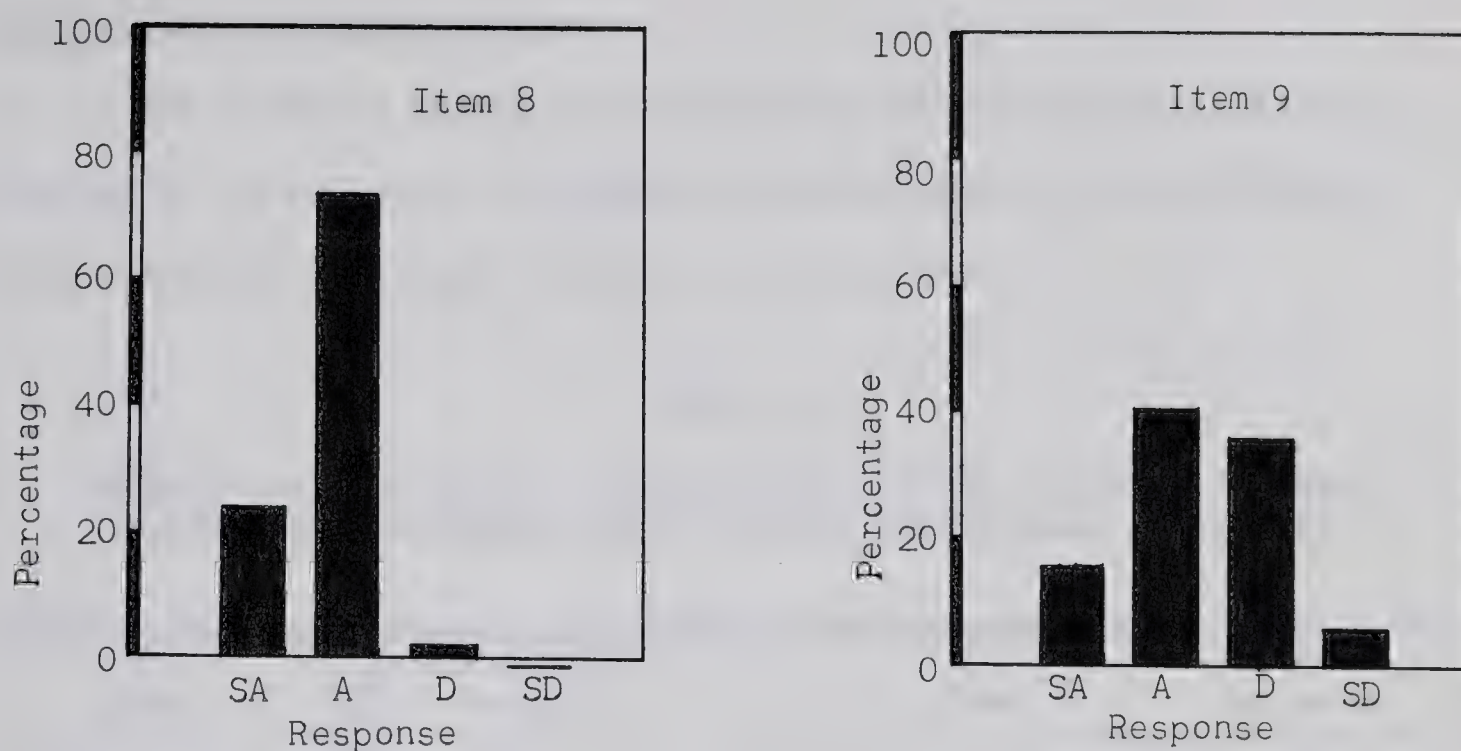


FIGURE 6

PRINCIPAL RESPONSES TO "ACT AS LIAISON BETWEEN CENTRAL OFFICE AND SCHOOL" AND "ENSURE THAT INSTRUCTIONAL MATERIALS ARE AVAILABLE"

disagree.

Among the items showing least consensus, in addition to item 9, were items 15, 2, 3, and 7. Thirty-nine per cent of the principals favored the coordinator's arranging field trips and tours while 61 per cent opposed this service. Fifty-seven per cent of the principals favored item 3, "develop course outlines for experienced teachers," but 43 per cent disapproved. Item 2, "develop course outlines for new teachers," and item 7, "encourage participation in curriculum committees," received overwhelmingly favorable responses; however, these items appear at the low end of the continuum because all four categories contain frequencies and the favorable responses were somewhat divided between agree and strongly agree.





### Expectations of Coordinators

The variance scores of coordinators on questionnaire items 1 through 15 in the area of "Curriculum Development" and "Utilizing Educational Facilities," are shown in Table VIII.

TABLE VIII

ORDERED VARIANCE SCORES FOR COORDINATORS AND TEACHERS IN AREAS  
CURRICULUM DEVELOPMENT AND UTILIZING EDUCATIONAL FACILITIES

Item	Coordinator Variance	Item	Teacher Variance
14	.162	5	.264
6	.165	4	.309
7	.222	8	.322
5	.235	10	.351
12	.248	14	.355
9	.285	2	.378
4	.332	7	.405
13	.356	12	.442
8	.362	13	.444
2	.388	6	.484
11	.397	3	.523
15	.424	11	.532
10	.473	9	.533
3	.583	15	.561
1	.800	1	.689

The scores ranged from .162 on item 14, a high-consensus item, to .800 on item 1, an item on which there was low consensus. Of the eighteen coordinators, fifteen of them or 83 per cent agreed that a coordinator should encourage experimentation with new mechanical and electronic devices in education; only one coordinator strongly agreed and two disagreed with the service suggested by item 14. In response to item 1, however, the coordinators were greatly divided; 50 per cent



responded favorably to the service of providing schedules to indicate sequence and time allotment and 50 per cent either disagreed or strongly disagreed. Figure 7 illustrates the coordinators' response variabilities for these two items.

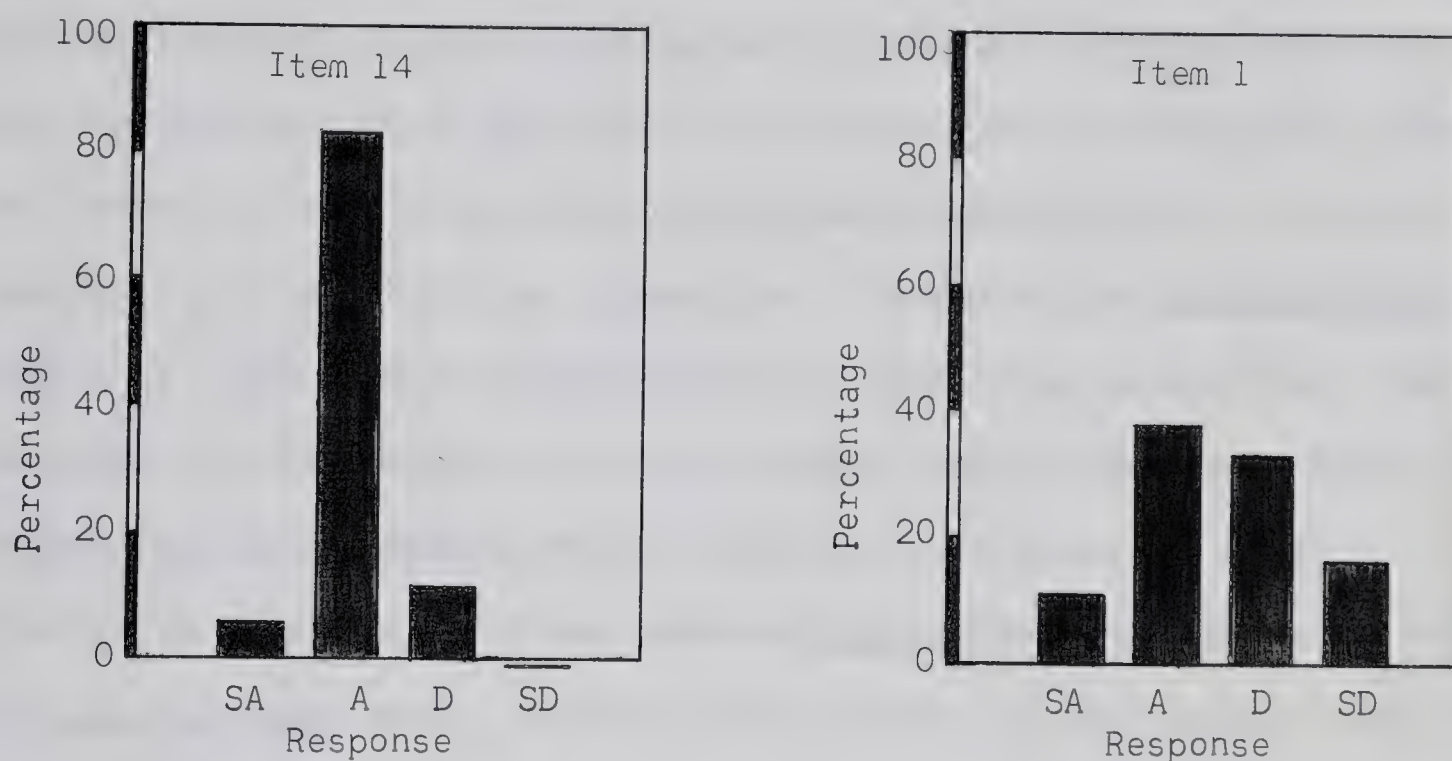


FIGURE 7

COORDINATOR RESPONSES TO "ENCOURAGE EXPERIMENTATION WITH NEW MEDIA"  
AND "PROVIDE SCHEDULES INDICATING SEQUENCE AND TIME ALLOTMENT"

At the high-consensus end of the continuum, in addition to item 14, were items 6, 7, 5, and 12. Item 6, "encourage teachers to sponsor out-of-class activities," received fifteen agree responses and two strongly agree responses; only one coordinator expressed a disagree response. Eighty-nine per cent of the coordinators favored item 7, "encourage participation in curriculum committees"; only two persons disagreed with the suggested service. Item 5, "help develop differential programs," and item 12, "help utilize fully audio-visual equipment," had response distributions similar to that for item 7. Each received a





largely agree response with only very few persons strongly agreeing and disagreeing.

At the low-consensus end of the continuum, in addition to item 1, were items 11, 15, 10, and 3. Eighty-nine per cent of the coordinators either disagreed or strongly disagreed with item 11, "order and distribute textbooks," and 61 per cent of the respondents disapproved of item 15, "arrange field trips and tours and make suggestions for follow-up instruction." Neither item 11 nor item 15 received any strongly agree responses. The frequency distribution of item 10 is noteworthy. Twelve respondents agreed and five strongly agreed that a coordinator should assist teachers in the selection of primary references and other instructional materials; there were no disagree responses and only one strongly disagree reply. However, the tendency of the variance technique to magnify extreme deviations placed this item among the low-consensus items. Fifty-six per cent of the respondents felt that a coordinator should develop course outlines for experienced teachers; six coordinators disagreed and two strongly disagreed.

### Expectations of Teachers

Table VIII (page 56) also shows the variance scores of teachers on questionnaire items 1 through 15 in the areas of "Curriculum Development" and "Utilizing Educational Facilities." The variance scores for teachers ranged from .264 on item 5, a high-consensus item, to .689 on item 1, a low-consensus item.

In response to item 5, 115 teachers out of a total of 160 (72 per cent) agreed that a coordinator should help to develop differential



programs to meet the various needs of students; 11 per cent of the teachers strongly agreed and only 17 per cent of the respondents disapproved. With respect to item 1, however, the teachers were of diverse opinions. Ten per cent of the teachers strongly agreed and 48 per cent agreed that a coordinator should provide schedules indicating the sequence for teaching the units of a course and the time allotment per unit; on the other hand, 30 per cent expressed disagree responses and 12 per cent, strongly disagree responses. It is now evident that item 1 suggested a very controversial service. Item 1 appeared at the extreme low-consensus end of the continuum for the following three alter groups: supervisors, coordinators, and teachers.

Figure 8 illustrates the teachers' response variabilities for the

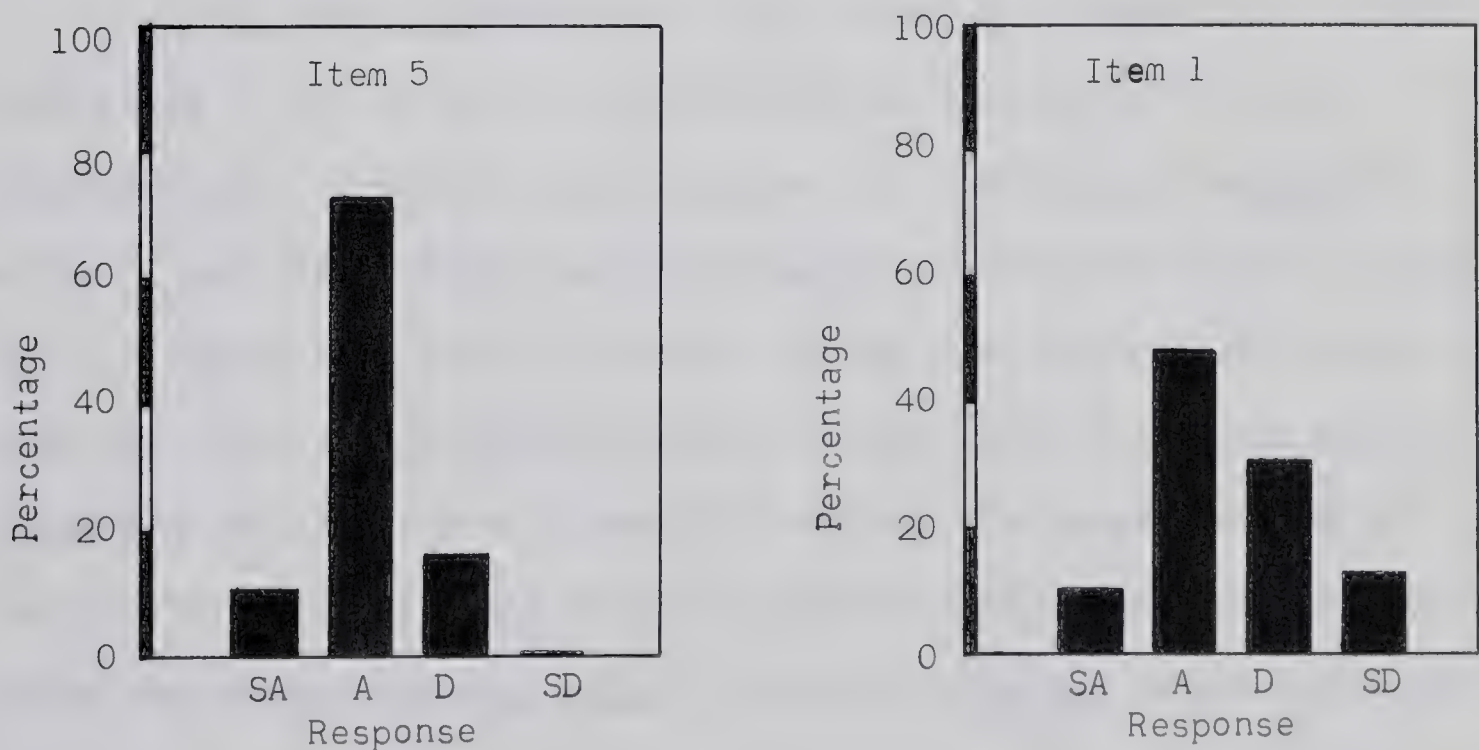


FIGURE 8

TEACHER RESPONSES TO "HELP DEVELOP DIFFERENTIAL PROGRAMS" AND "PROVIDE SCHEDULES INDICATING SEQUENCE AND TIME ALLOTMENT"





high-consensus item 5 and the low-consensus item 1.

Table VIII (page 56) shows that teachers also achieved high consensus of opinion on items 4, 8, 10, and 14. Out of 162 teachers, 109 agreed and forty-three strongly agreed that a coordinator should encourage teacher experimentation in curriculum improvement (item 4); only ten teachers expressed disapproval. Item 8, "act as liaison between Central Office and classroom teachers," had much the same distribution of responses as item 4. Item 10, "help select references and materials," and item 14, "encourage experimentation with new mechanical and electronic devices in education," also received largely agree responses; approximately 13 per cent of the responses were strongly agree and about 17 per cent of the responses were either disagree or strongly disagree.

At the low-consensus end of the continuum, in addition to item 1, were items 3, 11, 9, and 15. Forty-nine per cent of the teachers favored item 3, "develop course outlines for experienced teachers," while 51 per cent disapproved of the action on the part of the coordinator. Although six teachers strongly agreed and forty-one agreed with item 11, "order and distribute books," 55 per cent of the respondents disagreed and 16 per cent strongly disagreed. Responses to item 9, "ensure that instructional materials are available," were divided among three categories: strongly agree, 31 per cent; agree, 48 per cent; and disagree, 21 per cent. (There was one strongly disagree response.) Out of 163 respondents to item 15, twelve strongly agreed and fifty-nine agreed that a coordinator should arrange field trips and educational



tours and make suggestions for follow-up instruction; in disapproval were seventy-eight disagree and fourteen strongly disagree responses.

### III. SUMMARY

The general feeling of the respondents was that the coordinator should encourage teacher experimentation in improving the school curriculum and should act as liaison between Central Office personnel and classroom teachers. Teachers as a distinct group indicated that, in the area of curriculum development, the most worthwhile activity for the coordinator to engage in was developing comprehensive course outlines for new teachers. Developing comprehensive course outlines for experienced teachers was considered by both the teacher and the principal groups to be the least desirable coordinator activity.

Supervisors, coordinators, and teachers showed least consensus in deciding whether a coordinator should provide schedules to indicate the sequence for teaching the units of a course and the time allotment per unit. The respondents who expressed disapproval may have felt that judgments regarding unit sequence and time allotment were decisions of a professional nature that teachers were competent to make. Principals favored the suggested service by a large majority, probably in view of the fact that pupils transfer from one school to another during the year and sequence and time schedules were necessary to ensure continuity of learning experiences for these pupils.

It would appear that a coordinator should not be concerned with the ordering and distribution of textbooks, primary references, and





workbooks. This task might be considered a responsibility of the principal. Arranging field trips and educational tours suggested a service in the area of utilizing educational facilities to which supervisors reacted most favorably. However, the three other alter groups expressed largely unfavorable responses. Teachers were undecided and showed low consensus of opinion. It may be that principals and teachers consider field trips and educational tours too time-consuming, bothersome in terms of class control, and hazardous in that litigation may be initiated if any injury to pupils occurred.

According to the principals and coordinators, the most desirable coordinator service was assisting teachers in the selection of primary references and other instructional aids. The coordinator should endeavour to make available proper and adequate instructional materials since teachers indicated that they considered this to be most worthwhile.



## CHAPTER V

### IN-SERVICE EDUCATION AND IMPROVEMENT OF INSTRUCTION

This chapter includes an analysis of the responses of supervisors, principals, coordinators, and teachers to items 16 through 35 of the questionnaire sections, "In-Service Education" and "Improvement of Instruction." The analysis of the data is presented in two parts: interposition consensus and intraposition consensus.

#### I. INTERPOSITION CONSENSUS

##### Expectations for In-Service Education

Table IX compares the expectations of supervisors and principals with the expectations of teachers in the area of "In-Service Education."

Responses to items 16, 17, 18, 19, and 22 were dichotomized as strongly agree versus agree since it was felt that the disagree and strongly disagree frequencies were too small to be considered. It was found that on item 18, which stated that the coordinator should set up a shelf of professional books in his subject field, and on item 22, which suggested that the coordinator should encourage research activities based on educational problems in the classroom, no significant difference existed between the expectations of supervisors and principals on one hand and teachers on the other.

The chi square test indicated a significant difference at the .05 level on items 17 and 19. Of sixty-three supervisors and principals,





TABLE IX

EXPECTATIONS OF SUPERVISORS AND PRINCIPALS COMPARED WITH EXPECTATIONS  
OF TEACHERS IN AREA OF IN-SERVICE EDUCATION

Item	Content	Type of Dichotomy	Value of $\chi^2$
16	Organize workshops and seminars	SA / A	13.352 <sup>b</sup>
17	Utilize teachers as resource personnel	SA / A	4.271 <sup>a</sup>
18	Set up professional library	SA / A	.496
19	Inform teachers of professional articles	SA / A	5.708 <sup>a</sup>
20	Send out bulletins	SA A / D SD	4.090 <sup>a</sup>
21	Publicize classroom work	SA A / D SD	.864
22	Encourage classroom research	SA / A	.166
23	Encourage improvement in competence	SA A / D SD	6.867 <sup>b</sup>
24	Support ATA Specialist Council	SA A / D SD	9.200 <sup>b</sup>

<sup>a</sup>Significant at .05 level.

<sup>b</sup>Significant at .01 level.

twenty-seven individuals or 43 per cent expressed a strongly agree response and thirty-six persons or 57 per cent expressed an agree response to item 17, "utilize as resource personnel any teachers particularly well-trained in a subject field." Teachers did not favor this service quite as vigorously as did supervisors and principals. Of the 155 teacher responses, only forty-four of these or 28 per cent were strongly agree while 111, or 72 per cent, were agree responses. Item 19, "bring to the attention of teachers pertinent articles written in educational



journals," also received a much greater percentage of strongly agree responses from supervisors and principals than from teachers. On item 16 a significant difference was found at the .01 level. Forty-five per cent of the supervisors and principals strongly agreed that a coordinator should assist in planning, organizing, and conducting educational workshops and seminars, but only 20 per cent of the teachers strongly agreed with this particular coordinator service.

Responses to items 20, 21, 23, and 24 were dichotomized as strongly agree and agree versus disagree and strongly disagree. No significant difference was found between the expectations of the two sample groups on item 21, "publicize any particularly effective work done in the classrooms." The responses to this item were largely favorable. Item 20 which stated that a coordinator should send out bulletins summarizing results of subject-committee meetings, workshops, and seminars, showed a significant difference at the .05 level between the expectations of the two samples. Teachers favored this service more than did supervisors and principals. Seventy-seven per cent of the teachers, but only 64 per cent of the supervisors and principals, expressed favorable responses.

On items 23 and 24 the chi square test indicated that a significant difference at the .01 level existed between the expectations of the two samples. Fifty supervisors and principals favored item 23, "encourage teachers to take courses to improve their professional competence"; only nineteen responses were unfavorable. The teachers were, however, more undecided in their opinions, eighty-eight favoring this





service and seventy-five opposing it. It is interesting to note the distribution of responses to item 24, "a coordinator should encourage teachers to participate in at least one ATA Specialist Council." A majority of the supervisors and principals, 61 per cent, supported this service while a majority of the teachers, 61 per cent, opposed it.

### Expectations for Improvement of Instruction

Table X compares the expectations of supervisors and principals with the expectations of teachers in the area of "Improvement of Instruction." As is apparent from Table X this section of the questionnaire is especially noteworthy since a significant difference was found between samples on nine of the eleven items.

The dichotomy used for items 25, 26, 29, and 31 was strongly agree versus agree. The chi square test disclosed that a significant difference at the .01 level existed on each of these items. Item 25, "encourage teachers to use a variety of instructional approaches and techniques," received a strongly agree response from 52 per cent of the supervisors and principals but from only 29 per cent of the teachers. This tendency was shown again in item 26, "encourage experimentation with new techniques," item 29, "recommend intervisitation," and item 31, "visit classrooms upon the invitation of the teacher." That is, in the distribution for each item, the percentage of strongly agree responses was approximately twice as great for supervisors and principals as for teachers.

Responses to items 27, 28, 30, 32, 33, 34, and 35 were dichotomized as strongly agree and agree versus disagree and strongly disagree.





TABLE X

EXPECTATIONS OF SUPERVISORS AND PRINCIPALS COMPARED WITH EXPECTATIONS  
OF TEACHERS IN AREA OF IMPROVEMENT OF INSTRUCTION

Item	Content	Type of Dichotomy	Value of $\chi^2$
25	Encourage use of variety of techniques	SA / A	18.484 <sup>b</sup>
26	Encourage experimentation with new techniques	SA / A	12.608 <sup>b</sup>
27	Provide demonstration lessons in own classroom	SA A / D SD	.437
28	Provide demonstration lessons in teacher's classroom	SA A / D SD	1.075
29	Recommend intervisitation	SA / A	6.746 <sup>b</sup>
30	Conduct post-demonstration meetings	SA A / D SD	5.439 <sup>a</sup>
31	Visit classrooms upon invitation of the teacher	SA / A	28.836 <sup>b</sup>
32	Suggest visits to observe teacher	SA A / D SD	4.368 <sup>a</sup>
33	Assist teacher with discipline	SA A / D SD	7.298 <sup>b</sup>
34	Provide administrators with appraisal of teacher	SA A / D SD	4.564 <sup>a</sup>
35	Recommend student teachers for employment	SA A / D SD	19.680 <sup>b</sup>

<sup>a</sup>Significant at .05 level.

<sup>b</sup>Significant at .01 level.



No significant difference was found between the expectations of the two samples for items 27 and 28. For item 27, "provide demonstrations in own classroom," the responses of both sample groups were overwhelmingly favorable. The group responses to item 28, however, did not follow this pattern. A small majority of the supervisors and principals, 57 per cent, did not feel that a coordinator should provide scheduled demonstration lessons in a teacher's classroom, while a small majority of the teachers, 51 per cent, supported this practice.

A significant difference at the .05 level was found between the expectations of supervisors and principals as compared with the expectations of teachers on items 30, 32, and 34. The responses to item 30, "conduct post-demonstration meetings," and item 32, "suggest visits to observe teachers," were overwhelmingly favorable, supervisors and principals, however, being a great deal more enthusiastic about these services than teachers. The responses to item 34, "provide administrators with appraisal of teacher," on the other hand, were overwhelmingly unfavorable. Of the sixty-nine supervisors and principals, eight expressed a favorable response and sixty-one, an unfavorable response; of the 163 teachers, thirty-nine either strongly agreed, or agreed and 124 either disagreed or strongly disagreed. It is evident that a greater percentage of supervisors and principals than teachers opposed this practice on the part of the coordinator.

On items 33 and 35 a significant difference was found at the .01 level. Teachers were equally divided in their responses to item 33, "assist teacher with discipline," eighty-two favoring and eighty-one





opposing it. Most supervisors and principals favored this service; forty-eight felt that the coordinator should assist teachers in solving their own disciplinary problems, while twenty-one were opposed. The distribution of responses to item 35, "recommend student teachers for employment," is exceedingly interesting. Seventy-seven per cent of the supervisors and principals believed this to be a desirable practice for the coordinator to engage in while 55 per cent of the teachers were opposed to it.

#### Mean Responses for In-Service Education

Table XI shows the rank order of the mean responses to the items in the questionnaire section, "In-Service Education."

The item that supervisors as well as principals favored as the most worthwhile activity for the coordinator to engage in was item 16, "assist in planning, organizing, and conducting educational workshops and seminars." For item 16 the mean of the supervisor responses was 1.444 and the mean of the principal responses was 1.706. The item favored most by the coordinator and the teacher groups was item 17, "utilize as resource personnel any teachers particularly well-trained in a subject field." The means for the coordinator and teacher responses on item 17 were 1.722 and 1.877, respectively. For the next most-preferred service, the mean responses indicated item 17 for supervisors and principals and item 16 for coordinators and teachers.

The mean responses further indicated that teachers were favorably disposed towards the efforts of the coordinator in such things as: setting up a professional library (item 18), informing teachers of



TABLE XI  
RANK ORDER OF MEANS ON QUESTIONNAIRE SECTION IN-SERVICE EDUCATION

Item	Content	S <sup>a</sup>	P	C	T
			Rank		
16	Organize workshops and seminars	1	1	2	2
17	Utilize teachers as resource personnel	2	2	1	1
18	Set up professional library	4.5	4	4	3
19	Inform teachers of professional articles	3	3	3	4
20	Send out bulletins	9	8	9	7
21	Publicize classroom work	6.5	6	5.5	5
22	Encourage classroom research	4.5	5	5.5	6
23	Encourage improvement in competence	6.5	7	8	8
24	Support ATA Specialist Council	8	9	7	9

<sup>a</sup>S: Supervisors; P: Principals; C: Coordinators; T: Teachers.

professional articles (item 19), publicizing classroom work (item 21), and encouraging classroom research (item 22). Other alter groups tended to favor these services in much the same manner. Teachers considered item 20, "send out bulletins," more worthwhile than did any of the other three alter groups. According to the mean responses of teachers, item 20 placed seventh on the continuum of preferred services in the area of "In-Service Education." Supervisors and coordinators considered item 20 least desirable. The item that was considered least desirable by principals and teachers was item 24, "support ATA Specialist Council."





Mean Responses for Improvement of Instruction

Table XII shows the rank order of the mean responses to the items in the questionnaire section, "Improvement of Instruction."

The item that the principal, coordinator, and teacher groups favored as the most worthwhile activity for the coordinator to engage in was item 31, "visit classrooms upon the invitation of the teacher to

TABLE XII

RANK ORDER OF MEANS ON QUESTIONNAIRE SECTION IMPROVEMENT OF INSTRUCTION

Item	Content	S <sup>a</sup>	P Rank	C	T
25	Encourage use of variety of techniques	1	2	3.5	2
26	Encourage experimentation with new techniques	2	4	3.5	4
27	Provide demonstration lessons in own classroom	5	5	7	5
28	Provide demonstration lessons in teacher's classroom	9	10	11	8
29	Recommend intervisitation	4	3	2	3
30	Conduct post-demonstration meetings	6	6	5	6
31	Visit classrooms upon invitation of teacher	3	1	1	1
32	Suggest visits to observe teacher	7	7.5	8	7
33	Assist teacher with discipline	10	9	9,	9
34	Provide administrators with appraisal of teacher	11	11	10	11
35	Recommend student teachers for employment	8	7.5	6	10

<sup>a</sup>S: Supervisors; P: Principals; C: Coordinators; T: Teachers.





observe some phase of the teacher's work or to help plan an attack on the teacher's problem." The means of the responses for this item were as follows: principals, 1.451; coordinators, 1.444; and teachers, 1.791. The mean response of the supervisor group placed this item third on the continuum of preferred services. Supervisors favored most item 25, "encourage use of variety of techniques," and item 26, "encourage experimentation with new techniques"; the means for these two items were 1.278 and 1.333, respectively. The mean responses of principals and teachers indicated that item 25 was the second most desirable coordinator service.

The mean responses further indicated that teachers were favorably disposed towards the efforts of the coordinator in such activities as: recommending intervisitation (item 29), encouraging experimentation with new techniques (item 26), providing demonstration lessons in own classroom (item 27), and conducting post-demonstration meetings (item 30). Other alter groups tended to favor these services in much the same manner. It is interesting to note the expectations of teachers with respect to item 35, "recommend student teachers for employment." Item 35 was placed tenth on the teacher continuum of desirable services while other alter groups considered this action on the part of the coordinator much more worthwhile. The item favored least by the supervisor, principal, and teacher groups was item 34, "provide administrators with appraisal of teacher." The item which coordinators favored least was item 28, "provide demonstration lessons in teacher's classroom."



## II. INTRAPOSITION CONSENSUS

Expectations of Supervisors

The variance scores of supervisors on questionnaire items 16 through 35 in the areas of "In-Service Education" and "Improvement of Instruction," are shown in Table XIII.

TABLE XIII

ORDERED VARIANCE SCORES FOR SUPERVISORS AND PRINCIPALS IN AREAS OF  
IN-SERVICE EDUCATION AND IMPROVEMENT OF INSTRUCTION

Item	Supervisor Variance	Item	Principal Variance
25	.200	22	.174
21	.210	26	.248
27	.221	19	.275
26	.223	25	.282
19	.238	31	.287
16	.248	18	.328
30	.251	32	.331
22	.283	21	.353
31	.349	16	.365
32	.360	17	.375
17	.361	30	.389
34	.361	29	.397
18	.395	35	.447
29	.472	27	.502
23	.543	34	.502
20	.571	20	.534
33	.571	23	.559
35	.730	24	.592
24	.889	33	.741
28	.998	28	.824

The variance scores for supervisors ranged from .200 on item 25, an item on which there was high consensus, to .998 on item 28, a low-consensus item. In the case of item 25, out of eighteen supervisors, thirteen strongly agreed that a coordinator should encourage teachers to





use a variety of instructional approaches and techniques and five agreed. On item 28, however, two supervisors strongly agreed and seven agreed that a coordinator should provide scheduled demonstration lessons in the teacher's classroom, whereas four disagreed and five strongly disagreed. This distribution resulted in a 50 per cent favorable response and a 50 per cent unfavorable response. Figure 9 illustrates the response variabilities for these items.

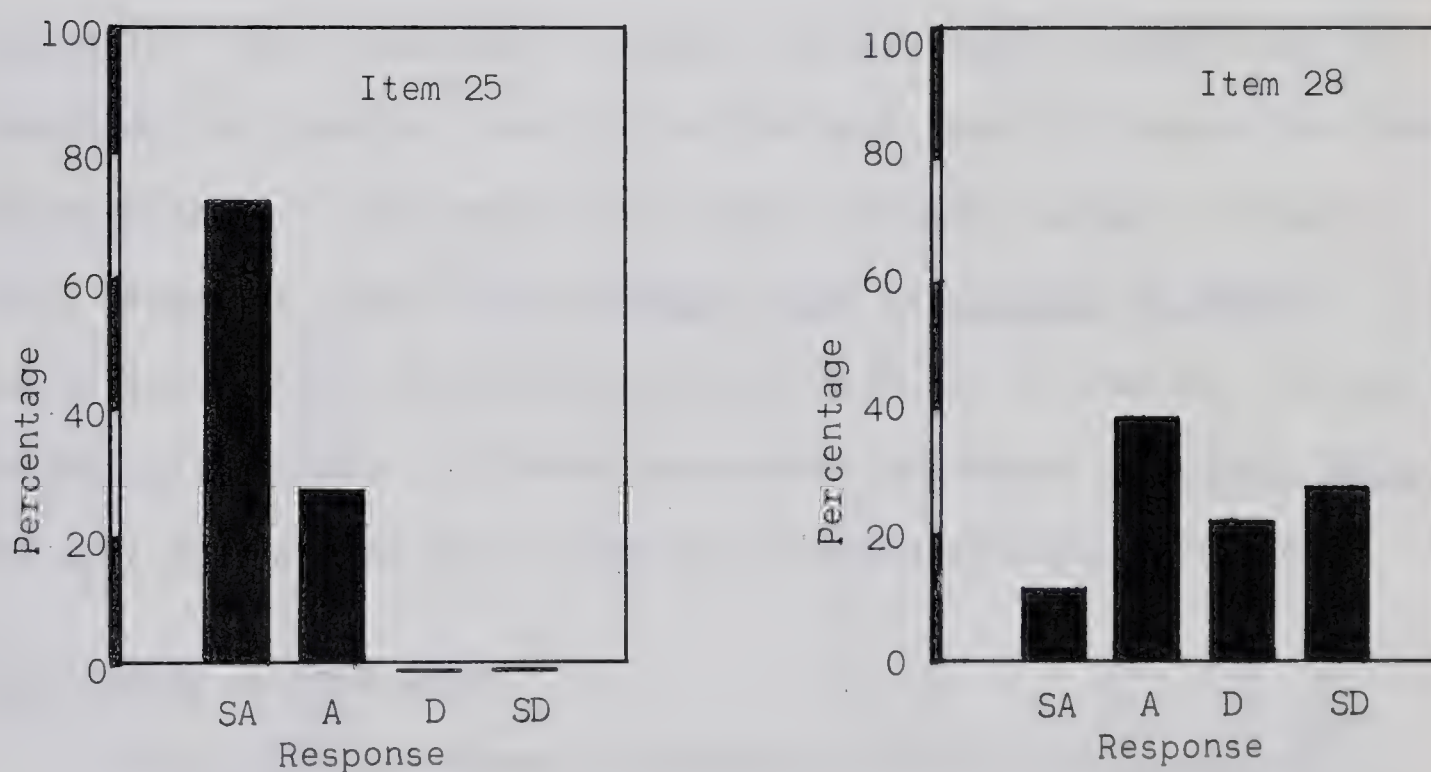


FIGURE 9

SUPERVISOR RESPONSES TO "ENCOURAGE USE OF VARIETY OF TECHNIQUES" AND "PROVIDE DEMONSTRATION LESSONS IN TEACHER'S CLASSROOM"

Item 21, "publicize any particularly effective work done in classrooms," also elicited a high degree of consensus. Fourteen supervisors, or 78 per cent, expressed an agree response, three supervisors



strongly agreed, and one disagreed. In responding to item 27, "provide demonstration lessons in own classroom," six supervisors strongly agreed and twelve agreed. On item 26, twelve supervisors strongly agreed and six agreed that a coordinator should encourage teachers to experiment with new instructional approaches and techniques. In much the same fashion, supervisors showed strong agreement in their responses to item 19, "inform teachers of professional articles" and item 16, "organize workshops and seminars."

Six of the items showing least consensus were items 23, 20, 33, 35, 24, and 28. In response to item 23, "encourage improvement in competence," five supervisors strongly agreed, twelve agreed, and one disagreed. On item 20, "send out bulletins," item 33, "assist teachers with discipline," and item 35, "recommend student teachers for employment," responses ranged from strongly agree to strongly disagree. It is interesting to note the distribution of responses to item 24, "support ATA Specialist Council." Seven supervisors expressed a strongly agree response, five agreed, five disagreed, and one strongly disagreed.

#### Expectations of Principals

Table XIII also shows the variance scores of principals on questionnaire items 16 through 35 in the areas of "In-Service Education" and "Improvement of Instruction."

The variance scores for principals ranged from .174 on item 22, an item of high consensus, to .824 on item 28, a low-consensus item. In the case of item 22, out of fifty-one principals, forty-two of them, or 82 per cent agreed that a coordinator should encourage research activities





based on educational problems in the classroom; 12 per cent strongly agreed, and six per cent disagreed. However, in responding to item 28, the principals were greatly divided in their expectations. Three principals strongly agreed and eighteen agreed that a coordinator should provide scheduled demonstration lessons in the teacher's classroom, while sixteen principals disagreed and fourteen strongly disagreed. It is interesting to note that on this particular item, supervisors also showed least consensus. Figure 10 illustrates the response variabilities for these two items.

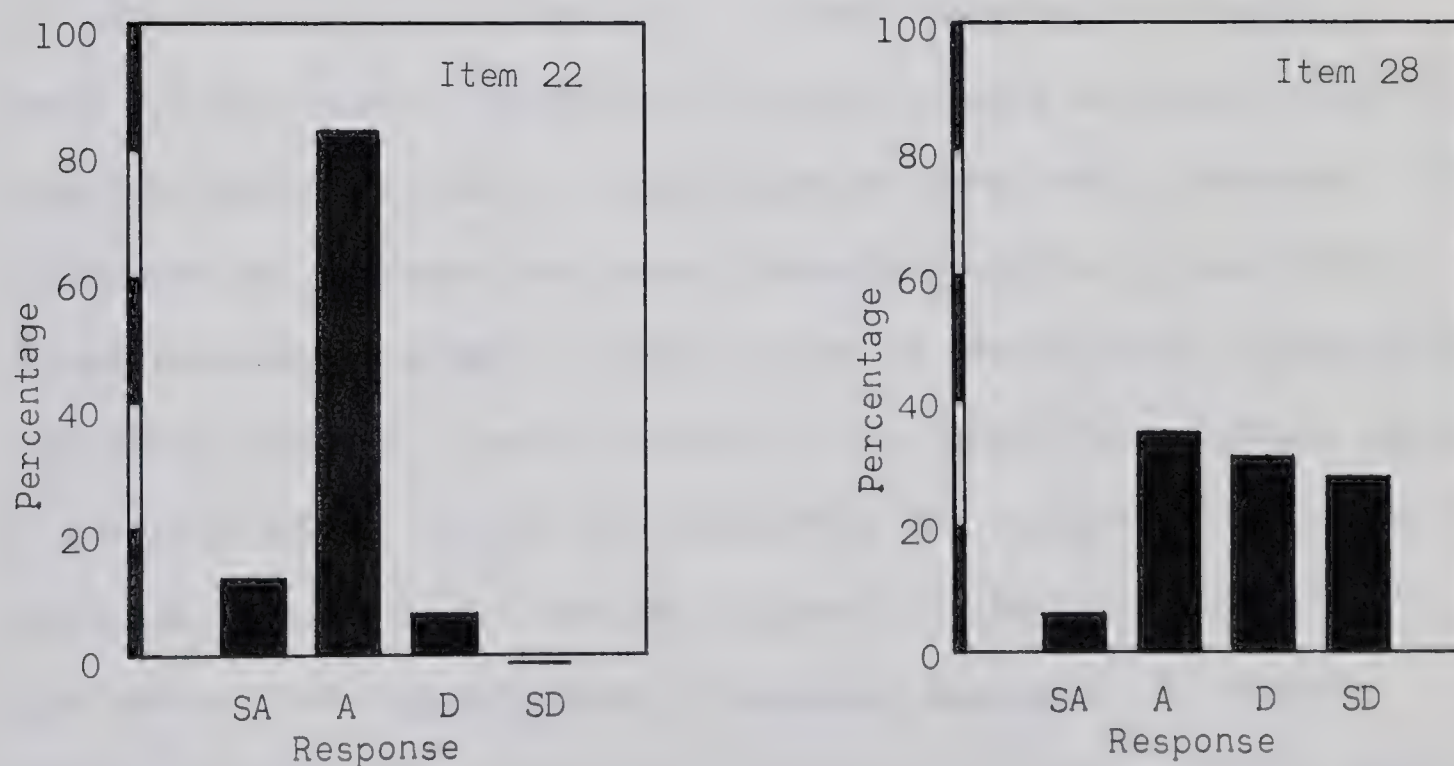


FIGURE 10

PRINCIPAL RESPONSES TO "ENCOURAGE CLASSROOM RESEARCH" AND  
"PROVIDE DEMONSTRATION LESSONS IN TEACHER'S CLASSROOM"



Item 26, "encourage experimentation with new techniques," also elicited a high degree of consensus. Thirty-six principals, or 71 per cent, agreed that this was a suitable practice for the coordinator to engage in, 26 per cent strongly agreed, and four per cent disagreed. On item 19, "inform teachers of professional articles," 69 per cent indicated an agree response. Although on item 25, "encourage use of a variety of techniques," only 55 per cent expressed an agree response, 43 per cent strongly agreed; this resulted in a 98 per cent favorable response. Ninety-eight per cent of the principals also responded favorably to item 31, "visit classrooms upon the invitation of the teacher."

At the low-consensus end of the continuum, in addition to item 28, were items 20, 23, 24 and 33. In their response to item 20, "send out bulletins," two-thirds of the principals expressed favorable responses while one-third of them expressed unfavorable responses. All categories of responses were used in deciding whether a coordinator should encourage teachers to take courses to improve their professional competence, item 23. Twenty per cent of the principals strongly agreed, 51 per cent agreed, 23 per cent disagreed, and six per cent strongly disagreed. Responses to item 24, "support ATA Specialist Council," also ranged from strongly agree to strongly disagree. On item 33, "assist teachers with discipline," thirteen principals strongly agreed, twenty-five agreed, nine disagreed, and four strongly disagreed.





### Expectations of Coordinators

Table XIV shows the variance scores of coordinators on questionnaire items 16 through 35 in the areas of "In-Service Education" and "Improvement of Instruction."

TABLE XIV

RANKED VARIANCE SCORES FOR COORDINATORS AND TEACHERS IN AREAS OF  
IN-SERVICE EDUCATION AND IMPROVEMENT OF INSTRUCTION

Item	Coordinator Variance	Item	Teacher Variance
30	.140	31	.215
35	.165	26	.238
16	.202	16	.244
25	.221	19	.259
26	.221	17	.271
31	.248	30	.302
17	.250	22	.305
29	.250	25	.317
34	.422	18	.338
20	.424	32	.358
19	.432	29	.398
18	.444	21	.452
21	.471	20	.460
22	.471	24	.473
32	.471	27	.477
28	.571	28	.494
23	.578	34	.641
24	.619	23	.677
33	.668	35	.678
27	.829	33	.696

The variance scores for coordinators ranged from .140 on item 30, a high-consensus item, to .829 on item 27, a low-consensus item. On item 30, fifteen out of eighteen respondents agreed and three respondents strongly agreed that the coordinator should conduct post-demonstration meetings to evaluate the teaching-learning experience; there were no



unfavorable responses. However, on item 27, "provide demonstration lessons in own classroom," five coordinators strongly agreed, nine agreed, two disagreed, and two strongly disagreed. Because 78 per cent of the responses were favorable, it would seem that consensus on this item should be relatively high. It must be remembered, nevertheless, that there were responses in each of the four categories and that the variance is a statistical technique which magnifies extreme deviations. Figure 11 illustrates the response variabilities for these items.

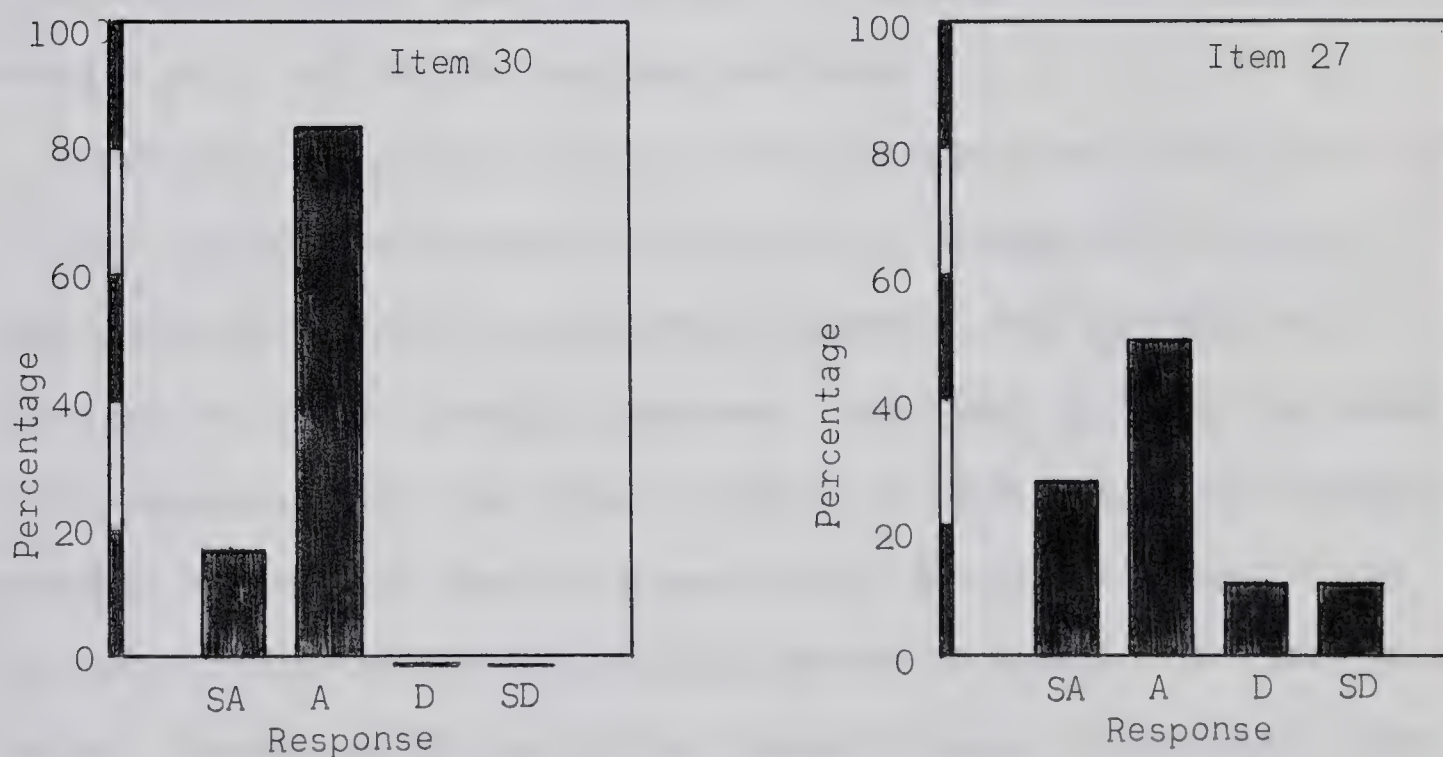


FIGURE 11

COORDINATOR RESPONSES TO "CONDUCT POST-DEMONSTRATION MEETINGS"  
AND "PROVIDE DEMONSTRATION LESSONS IN OWN CLASSROOM"

Item 35, "recommend student teachers for employment," also elicited a high degree of consensus. There were fifteen agree responses,





which accounted for 83 per cent of the coordinator sample; two responses were strongly agree and one was disagree. For item 16, "organize workshops and seminars," all responses were favorable; of these, thirteen were agree and five strongly agree. Item 25, "encourage use of variety of techniques," and item 26, "encourage experimentation with new techniques," had identical frequency distributions. In each instance, twelve responses were agree and six, strongly agree. All coordinators responded favorably to the service "visit classrooms upon invitation of teacher," item 31. Item 17, "utilize teachers as resource personnel," and item 29, "recommend intervisitation," also had identical distributions, 50 per cent of the respondents strongly agreeing and 50 per cent agreeing with each of the services mentioned.

At the low-consensus end of the continuum were items 23, 24, 33, and 27. Eleven coordinators, or 61 per cent, agreed with item 23, "encourage improvement in competence"; however, four coordinators disagreed and three strongly disagreed. For items 24 and 33 the majority of the responses were favorable. Twelve coordinators either strongly agreed or agreed with item 24, "support ATA Specialist Council," and fourteen coordinators either strongly agreed or agreed with item 33, "assist teachers with discipline." Nevertheless, for each item there were responses in the disagree and strongly disagree categories and it was the scattering of responses over the entire response range that caused relatively low degrees of consensus.

#### Expectations of Teachers

Table XIV, page 78, also shows the variance scores of teachers on



questionnaire items 16 through 35 in the areas of "In-Service Education" and "Improvement of Instruction."

The variance scores for teachers ranged from .215 on item 31, an item on which there was high consensus, to .696 on item 33, an item on which there was low consensus. On item 31, 121 teachers (74 per cent) agreed that a coordinator should visit classrooms upon the invitation of the teacher to observe some phase of the teacher's work or to help plan an attack on the teacher's problem; thirty-eight teachers (23 per cent) strongly agreed and only four teachers (three per cent) disagreed. The total number of teacher respondents was 163. On item 33, however, teachers were greatly divided in their responses. Twelve teachers (eight per cent) strongly agreed and seventy teachers (43 per cent) agreed that a coordinator should assist teachers in solving their own disciplinary problems to enable them to be less dependent on the principal; fifty-six teachers (34 per cent) indicated a disagree response and twenty-five teachers (15 per cent), a strongly disagree response. This suggested service was favored by 51 per cent of the teachers and disapproved by 49 per cent. Figure 12 illustrates the response variabilities for items 31 and 33.

Item 26, "encourage experimentation with new techniques," also elicited a high degree of consensus. Twenty-three teachers strongly agreed and 125 agreed with the suggested service; only fifteen teachers expressed unfavorable responses. For item 16, "organize workshops and seminars," 74 per cent of the teacher respondents agreed, 19 per cent strongly agreed, and only seven per cent disagreed. Much the same





distribution of responses occurred for item 19, "inform teachers of professional articles." Teachers also showed strong agreement on item 17, "utilize teachers as resource personnel," item 30, "conduct post-demonstration meetings," and item 22, "encourage classroom research." On each of the three items an overwhelmingly large number of responses were agree.

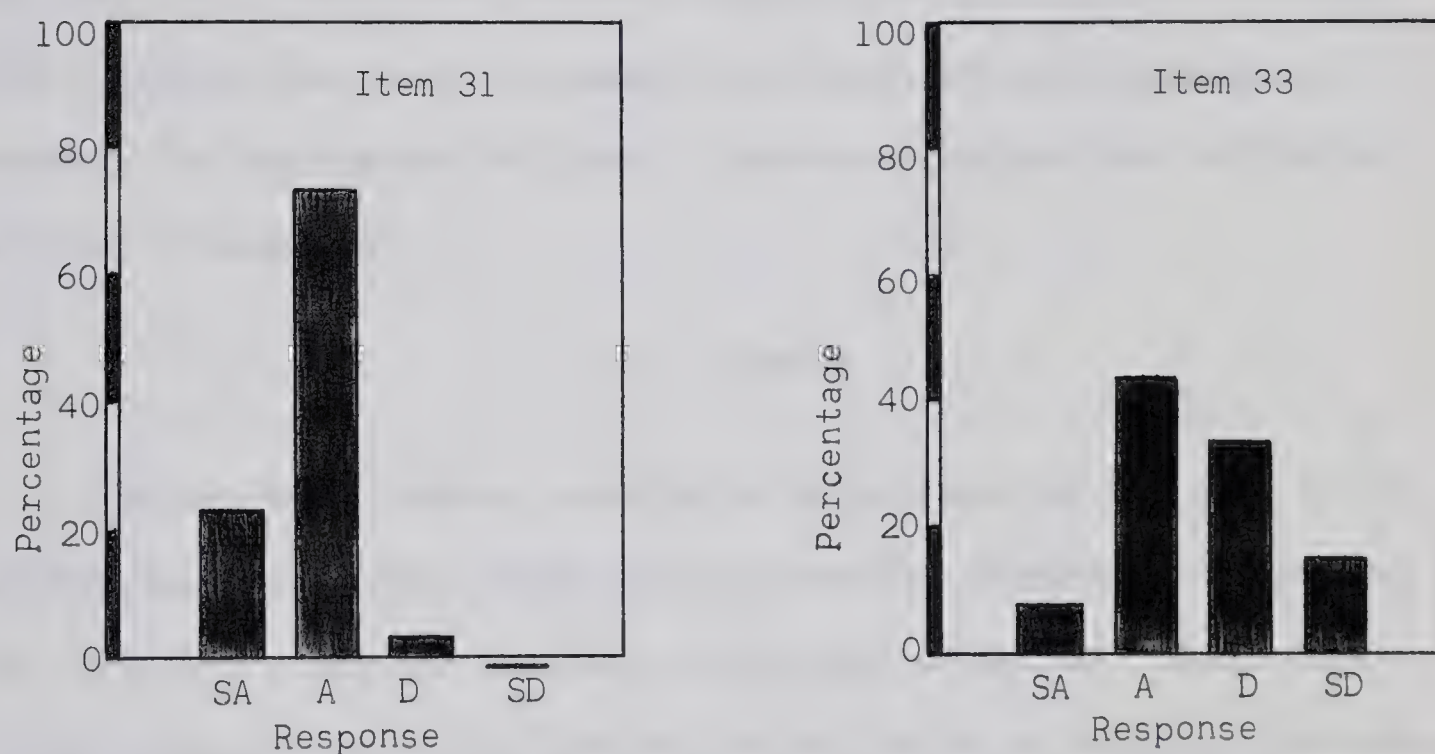


FIGURE 12

TEACHER RESPONSES TO "VISIT CLASSROOMS UPON INVITATION OF TEACHER"  
AND "ASSIST TEACHER WITH DISCIPLINE"

At the low-consensus end of the continuum, in addition to item 33, were items 28, 34, 23, and 35. For item 28, ten teachers strongly agreed and seventy-three agreed that a coordinator should provide scheduled demonstration lessons in the teacher's classroom; on the other hand, seventy teachers disagreed and ten strongly disagreed. A majority of teachers (76 per cent) expressed unfavorable responses to item 34,



"provide administrators with appraisal of teacher"; nevertheless, thirty-six teachers agreed with the suggested coordinator service and three teachers strongly agreed. The percentage distributions to item 23, "encourage improvement in competence," were as follows: 15 per cent strongly agree, 39 per cent agree, 39 per cent disagree, and seven per cent strongly disagree. Another item showing low consensus was item 35. Seventy-two teachers either strongly agreed or agreed that a coordinator should recommend competent university teacher-trainees for employment; fifty-six teachers disagreed and thirty-two, strongly disagreed.

### III. SUMMARY

The two most favored coordinator activities, in the area of in-service education, were organizing educational workshops and seminars and utilizing competent teachers as resource personnel. Supervisors and coordinators felt that sending out bulletins of meetings, workshops, and seminars was the least desirable service. With respect to encouraging participation in ATA Specialist Councils, opinions differed significantly; supervisors and principals favored the service while teachers opposed it. Actually, the principal and teacher groups considered this activity to be least worthwhile.

An item which is worthy of consideration by incumbent coordinators is the providing of scheduled demonstration lessons in teachers' classrooms. In the area of improvement of instruction, this service was least favored by the coordinator group but was supported by a small





majority of teachers. The low consensus of opinion among supervisors and principals indicated indecision about the value of this particular service. No clear directive was given in regard to assisting teachers with their discipline problems in order that they may be less dependent on the principal. All groups showed low consensus on this item. Incumbent coordinators should note that providing administrators with an appraisal of the classroom performance of teachers was a service that supervisor, principal, and teacher groups opposed most. The responses to this item were overwhelmingly unfavorable. It is interesting that supervisors and principals were significantly more opposed to it than were teachers.

Principals and teachers indicated that they were favorably disposed towards visits by the coordinator to classrooms when the coordinator was invited by the teacher.



## CHAPTER VI

### GENERAL CONSULTATION AND THE COORDINATING FUNCTION

An analysis of the responses of supervisors, principals, coordinators, and teachers to items 36 through 59 of the questionnaire sections, "General Consultation" and "The Coordinating Function," is given in this chapter. The analysis of the data is presented in two parts: interposition consensus and intraposition consensus.

#### I. INTERPOSITION CONSENSUS

##### Expectations for General Consultation

Table XV compares the expectations of supervisors and principals with the expectations of teachers in the area of "General Consultation."

Responses to items 36, 37, 40, 41, 45, and 46 were dichotomized as strongly agree versus agree since it was felt that the disagree and strongly disagree frequencies were too small to be considered. It was found that on item 36 which stated that the coordinator should help orient teachers new to the school, and on item 40 which suggested that the coordinator should hold individual and group conferences throughout the year, no significant difference existed between the expectations of supervisors and principals on one hand and teachers on the other. As might be expected, most of the responses were agree rather than strongly agree.

The chi square test indicated that a significant difference at the



TABLE XV

EXPECTATIONS OF SUPERVISORS AND PRINCIPALS COMPARED WITH EXPECTATIONS  
OF TEACHERS IN AREA OF GENERAL CONSULTATION

Item	Content	Type of Dichotomy	Value of $\chi^2$
36	Orient new teachers	SA / A	3.467
37	Visit informally with teachers	SA / A	13.203 <sup>b</sup>
38	Provide sample lesson plans for new teachers	SA A / D SD	1.030
39	Hold group conferences early in year	SA A / D SD	.116
40	Hold conferences throughout the year	SA / A	.377
41	Encourage teachers to evaluate own performance	SA / A	12.325 <sup>b</sup>
42	Consult with teachers on their strengths and weaknesses	SA A / D SD	.280
43	Employ non-directive counselling	SA A / D SD	9.915 <sup>b</sup>
44	Employ directive counselling	SA A / D SD	.554
45	Recognize teacher efforts	SA / A	31.437 <sup>b</sup>
46	Improve measuring instruments	SA / A	7.242 <sup>b</sup>
47	Interpret test results	SA A / D SD	6.218 <sup>a</sup>

<sup>a</sup>Significant at .05 level.

<sup>b</sup>Significant at .01 level.

.01 level existed between the two sample groups on items 37, 41, 45, and 46. Out of sixty-two supervisors and principals, twenty-six persons or 42 per cent expressed a strongly agree response and thirty-six individuals or 58 per cent expressed an agree response to item 37, "find time to visit informally with teachers before working with them." Teachers did not





favor this service quite as forcefully as did supervisors and principals. Of the 131 teacher responses, only twenty-three of them or 18 per cent were strongly agree while 108 responses or 82 per cent were agree. For item 41, "encourage teachers to evaluate their own classroom performance," supervisors and principals showed one and one-half times as many agree as strongly agree responses; teachers, however, showed five times as many agree as strongly agree responses. Item 46, "assist in the improvement of measuring instruments to evaluate the achievement of pupils," also received a much greater percentage of strongly agree responses from supervisors and principals than from teachers.

Although supervisors and principals showed a greater percentage of strongly agree responses than teachers did on item 46, still the agree responses outnumbered the strongly agree responses for each sample group. The distribution of responses to item 45 is interesting to note at this time. A majority of the supervisors and principals strongly agreed rather than agreed that a coordinator should recognize and appreciate teacher efforts and contributions. Of sixty-seven responses, thirty-nine were strongly agree and twenty-eight, agree. The teachers, on the other hand, expressed 118 agree responses and only twenty-nine strongly agree responses. It is evident that the teachers were not overly enthusiastic about the coordinator's recognizing teacher efforts, although they favored the service.

Responses to items 38, 39, 42, 44, and 47 were dichotomized as strongly agree and agree versus disagree and strongly disagree. No significant difference was found between the expectations of the two sample groups on item 38, "provide sample lessons for new teachers,"



item 39, "hold group conferences early in year," item 42, "consult with teachers on their strengths and weaknesses," and item 44, "employ directive counselling." The responses to each of these items were largely favorable.

Item 47 which stated that a coordinator should assist in the interpretation of test results showed a significant difference at the .05 level. Supervisors and principals favored this service much more than did the teachers. Of the sixty-nine supervisors and principals, sixty-two responded strongly agree or agree and only seven disagreed or strongly disagreed. Out of 163 teachers, 123 strongly agreed or agreed while forty disagreed or strongly disagreed. On item 43, the chi square test indicated that a significant difference existed at the .01 level. Eighty-eight per cent of the supervisors and principals were of the opinion that a coordinator should employ non-directive counselling to help the teacher diagnose his teaching difficulties. Teachers, however, were more undecided in their responses; only 69 per cent favored this coordinator service and 31 per cent disapproved of it.

#### Expectations for the Coordinating Function

Table XVI compares the expectations of supervisors and principals with the expectations of teachers in the area of general coordination. Since the strongly agree and agree versus disagree and strongly disagree dichotomy was used in all but one item, it is apparent from Table XVI that the responses to the items in this section of the questionnaire were not overly favorable.

The dichotomy used for item 57 was strongly agree versus agree.





TABLE XVI

EXPECTATIONS OF SUPERVISORS AND PRINCIPALS COMPARED WITH EXPECTATIONS  
OF TEACHERS IN AREA OF THE COORDINATING FUNCTION

Item	Content	Type of Dichotomy	Value of $\chi^2$
48	Help prepare common examinations	SA A / D SD	1.794
49	Implement program of standardized testing	SA A / D SD	.075
50	Help teachers with report card marks	SA A / D SD	1.657
51	Assess report card marks and comments	SA A / D SD	.088
52	Schedule use of teaching aids	SA A / D SD	.030
53	Help establish common policy for notebooks and homework	SA A / D SD	6.444 <sup>a</sup>
54	Help establish common policy for laggard students	SA A / D SD	.002
55	Hold follow-up discussions of meetings and seminars	SA A / D SD	3.675
56	Enquire whether commitments carried out	SA A / D SD	9.500 <sup>b</sup>
57	Invite resource persons to meetings	SA / A	19.363 <sup>b</sup>
58	Assist with problems outside his responsibility	SA A / D SD	.587
59	Encourage pupil continuity of experiences	SA A / D SD	.798

<sup>a</sup>Significant at .05 level.

<sup>b</sup>Significant at .01 level.



Out of sixty-four supervisors and principals, forty-five individuals or 70 per cent agreed that a coordinator should invite resource persons to discuss current problems at subject-committee meetings; 30 per cent strongly agreed. Out of 154 teachers, 143 individuals or 93 per cent agreed and only seven per cent strongly agreed. It is evident that supervisors and principals supported this service with much more enthusiasm than did teachers. A significant difference between the expectations of the two samples was noted at the .01 level.

All items of this section of the questionnaire except item 57 were dichotomized as strongly agree and agree versus disagree and strongly disagree. No significant difference was found between the expectations of the two sample groups on the following items: item 49, "implement program of standardized testing"; item 50, "help teachers with report cards"; item 54, "help establish common policy for laggard students"; item 55, "hold follow-up discussions of meetings and seminars"; and item 59, "encourage pupil continuity of experiences from grade to grade." On each of these items the responses were largely favorable.

No significant difference was found on items 48, 51, 52, and 58. However, the responses to these items were unfavorable rather than favorable. Item 52, "help schedule the use of primary references, encyclopedias, globes and maps, science equipment, films, and filmstrips," received a 52 per cent unfavorable response from teachers. Sixty-two per cent of the supervisors and principals and 53 per cent of the teachers expressed disagree or strongly disagree responses to item 48, "help prepare common examinations." Sixty-seven per cent of the supervisors and principals and 61 per cent of the teachers disagreed or





strongly disagreed with item 58, "assist teachers with problems encountered in subjects for which he is not responsible." In response to item 51, 87 per cent of the supervisors and principals and 88 per cent of the teachers disagreed or strongly disagreed that a coordinator should assess subject marks and comments written by teachers on pupil report cards.

A significant difference at the .05 level was found between the expectations of supervisors and principals as compared with the expectations of teachers on item 53, "urge the establishment of common policy regarding class notebooks and homework assignments." A majority of supervisors and principals (55 per cent) favored this coordinator service while a majority of teachers (63 per cent) disapproved of it. On item 56 a significant difference was found to occur at the .01 level. A majority of the supervisors and principals (68 per cent) disagreed that a coordinator should enquire of Central Office personnel, principals, and teachers whether commitments made at meetings, workshops, and seminars have been carried out; on the other hand, 54 per cent of the teachers favored this action on the part of the coordinator.

#### Mean Responses for General Consultation

Table XVII shows the rank order of the mean responses of supervisors, principals, coordinators, and teachers to the items in the questionnaire section, "General Consultation." It is evident that there was a great deal of disparity between the rank ordering of items by one group and the rank ordering of the same items by other alter groups.

The service that teachers favored as the most worthwhile for the





TABLE XVII  
RANK ORDER OF MEANS ON QUESTIONNAIRE SECTION GENERAL CONSULTATION

Item	Content	S <sup>a</sup>	P	C	T
		Rank			
36	Orient new teachers	3.5	3.5	1.5	8
37	Visit informally with teachers	8	2	6.5	7
38	Provide sample lesson plans for new teachers	10	9	9	1
39	Hold group conferences early in year	6.5	6.5	6.5	5
40	Hold conferences throughout the year	3.5	10	8	6
41	Encourage teachers to evaluate their own performance	1	5	3	4
42	Consult with teachers on their strengths and weaknesses	11	11	12	10
43	Employ non-directive counselling	9	6.5	10	11
44	Employ directive counselling	12	12	11	12
45	Recognize teacher efforts	2	1	1.5	2
46	Improve measuring instruments	5	3.5	4	3
47	Interpret test results	6.5	8	5	9

<sup>a</sup>S: Supervisors; P: Principals; C: Coordinators; T: Teachers.

coordinator to engage in was item 38, "provide inexperienced teachers with sample lesson plans during the early part of the school year"; the mean of the teacher responses was 1.932. Other groups, however, considered this service relatively unnecessary; principals and coordinators placed it ninth and supervisors placed it tenth on the continuum of



preferred services. Principals favored item 45, "recognize and appreciate teacher efforts and contributions" the most; the mean response was 1.431. Item 45 and item 36, "help to orient teachers new to the school," received tied ranks of 1.5 on the continuum for coordinators; the mean response for each of the items was 1.611. The item that supervisors favored most was item 41, "encourage teachers to evaluate their own classroom performance"; the mean response was 1.500.

The mean responses further indicated that teachers were favorably disposed towards the efforts of the coordinator in such activities as recognizing teacher efforts and contributions (item 45), improving measuring instruments (item 46), encouraging teachers to evaluate their own performance (item 41), and holding group conferences early in the school year (item 39). The mean responses of the other groups indicated that these services were also considered worthwhile and desirable.

Among the least favored services were item 42, "consult with teachers on their strengths and weaknesses," item 43, "employ non-directive counselling to help the teacher diagnose his teaching difficulties," and item 44, "employ directive counselling where teacher is unable to arrive at his own solution." The two items least favored by supervisors, principals, and coordinators were items 42 and 44. The two items least favored by teachers were items 43 and 44.

#### Mean Responses for The Coordinating Function

Table XVIII shows the rank order of the mean responses to the items in the questionnaire section, "The Coordinating Function." A great deal of homogeneity is evident in the ranking of the mean responses of





the various alter groups.

The item that was favored most by all alter groups was item 57,

TABLE XVIII

RANK ORDER OF MEANS ON QUESTIONNAIRE SECTION THE COORDINATING FUNCTION

Item	Content	S <sup>a</sup>	P Rank	C	T
48	Help prepare common examinations	12	8	6	9
49	Implement program of standardized testing	9	5	4	5
50	Help teachers with report cards	3	4	3	3
51	Assess report card marks and comments	11	12	12	12
52	Schedule use of teaching aids	7	9	9	8
53	Help establish common policy for notebooks and homework	8	7	8	10
54	Help establish common policy for laggard students	6	6	5	6
55	Hold follow-up discussions of meetings and seminars	4	3	7	4
56	Enquire whether commitments carried out	5	11	10	7
57	Invite resource persons to meetings	1	1	1	1
58	Assist with problems outside his responsibility	10	10	11	11
59	Encourage pupil continuity of experiences	2	2	2	2

<sup>a</sup>S: Supervisors; P: Principals; C: Coordinators; T: Teachers.



"invite resource persons to discuss current problems at subject-committee meetings." The mean responses for this item were as follows: supervisors, 1.722; principals, 1.824; coordinators, 1.944; and teachers, 1.988. Each alter group placed item 59 in second place on its continuum of preferred services. It was felt that encouraging teachers to provide continuity of experiences as pupils progress from grade to grade was a very worthwhile service for the coordinator to engage in. In third position on the continuum for every group, except principals, was item 50, "assist in establishing criteria to aid teachers in arriving at subject marks for report card purposes." On the basis of the mean responses of principals, item 50 placed fourth; principals considered item 55, "hold follow-up discussions of meetings and seminars," to be slightly more worthwhile. Item 55 ranked fourth by supervisor and teacher mean responses and seventh by coordinator mean responses.

The mean responses further indicated that teachers were favorably disposed towards the efforts of the coordinator in helping to implement a program of standardized testing (item 49) and helping to establish a common policy to deal with laggard students (item 54). Other groups tended to favor these services somewhat similarly.

The groups were generally agreed that the two least desirable services were item 58, "assist teachers with problems encountered in subjects for which he (coordinator) is not responsible," and item 51, "assess subject marks and comments written by teachers on pupil report cards." Principals did not appreciate the service suggested by item 56, "enquire of Central Office personnel, principals, and teachers whether





commitments made at meetings, workshops, and seminars have been carried out"; this item ranked eleventh out of the twelve suggested in this section of the questionnaire. Supervisors favored least of the twelve suggested services item 48, "urge the preparation and scheduling of common examinations." It is interesting to note that coordinators favored common examinations and standardized testing more than did other groups.

## II. INTRAPOSITION CONSENSUS

### Expectations of Supervisors

The variance scores of supervisors on questionnaire items 36 through 59 in the areas of "General Consultation" and "The Coordinating Function," are shown in Table XIX.

The variance scores for supervisors ranged from .172 on items 36 and 40, high-consensus items, to .869 on item 53, an item on which there was low consensus. Item 36 stated that a coordinator should help to orient teachers new to the school; item 40 suggested that a coordinator should hold individual and group conferences throughout the year. These two items had identical response distributions. Out of eighteen supervisors, four strongly agreed and fourteen agreed with the suggested coordinator services. On item 53, however, there was a great disparity in opinions. Two supervisors strongly agreed, five agreed, seven disagreed, and four strongly disagreed that a coordinator should urge the establishment of common policy regarding class notebooks and homework assignments. Figure 13 illustrates the response variabilities





TABLE XIX

ORDERED VARIANCE SCORES FOR SUPERVISORS AND PRINCIPALS IN AREAS OF  
GENERAL CONSULTATION AND THE COORDINATING FUNCTION

Item	Supervisor Variance	Item	Principal Variance
36	.172	43	.262
40	.172	57	.300
50	.222	59	.314
45	.246	45	.325
41	.250	40	.335
48	.250	41	.347
46	.251	55	.349
55	.285	37	.353
57	.313	58	.355
58	.383	36	.357
51	.397	44	.370
39	.432	38	.463
47	.432	56	.467
59	.432	51	.473
37	.444	46	.475
56	.460	47	.480
38	.507	50	.494
44	.535	39	.497
43	.544	54	.513
42	.557	42	.534
49	.616	52	.551
54	.689	53	.551
52	.776	49	.660
53	.869	48	.871

for items 36 and 40 on the one hand and item 53 on the other.

Item 50, "assist in establishing criteria to aid teachers in arriving at subject marks for report card purposes," also elicited a high degree of consensus. Fourteen supervisors, or 78 per cent, expressed an agree response, two supervisors strongly agreed and two disagreed. In responding to item 45, "recognize teacher efforts and contributions," eight supervisors strongly agreed and ten agreed. On item 41, nine



supervisors strongly agreed and nine agreed that a coordinator should encourage teachers to evaluate their own classroom performance. There was also strong agreement in response to item 48, "urge the preparation and scheduling of common examinations," but the agreement was an expression of disapproval. Ten responses to this item were disagree, and eight, strongly disagree.

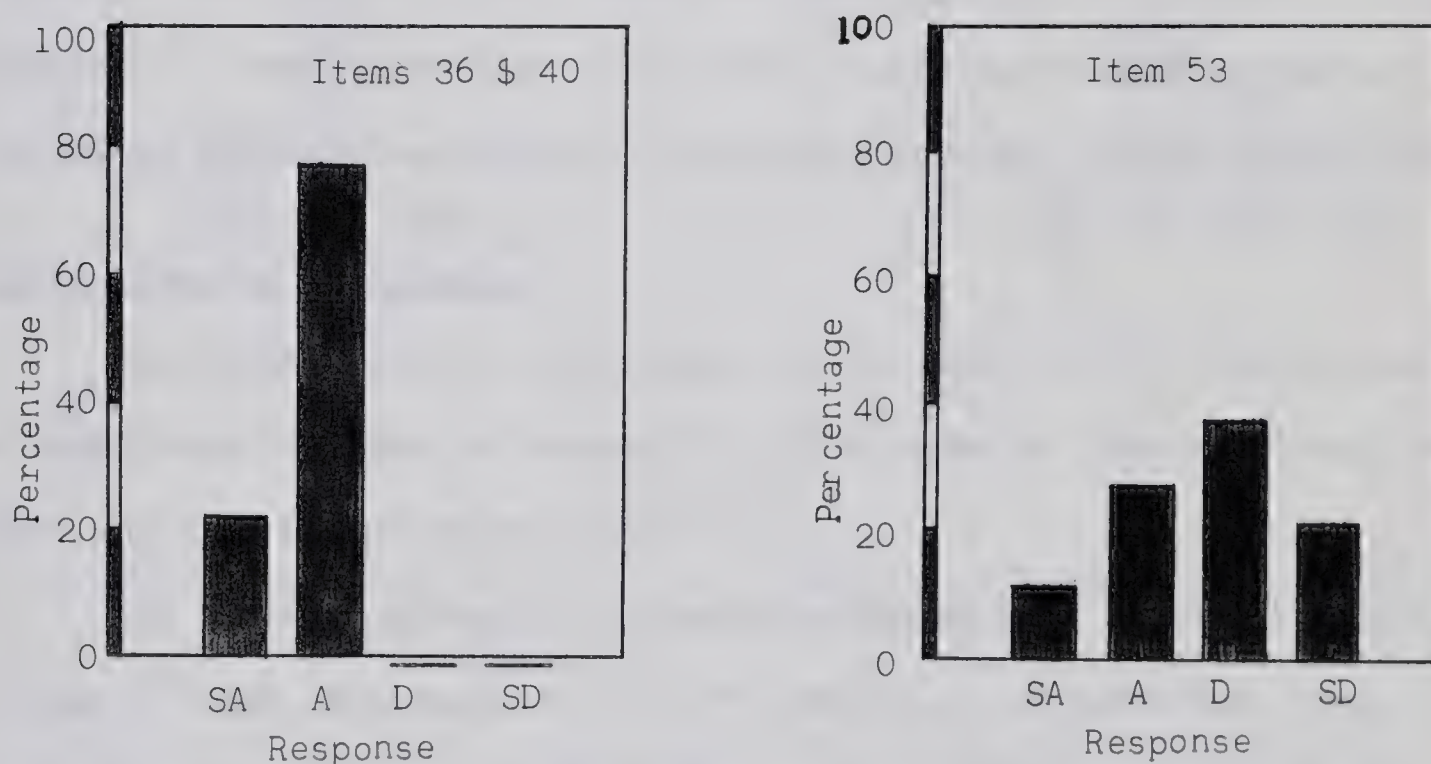


FIGURE 13

SUPERVISOR RESPONSES TO "ORIENT NEW TEACHERS," "HOLD CONFERENCES THROUGHOUT YEAR," AND "HELP ESTABLISH COMMON POLICY FOR NOTEBOOKS AND HOMEWORK"

Items showing least consensus, in addition to item 53, were items 43, 42, 49, 54, and 52. In most of these items responses occurred in each of the four categories suggesting divided opinions on the part of





the supervisors. In response to item 43, three supervisors strongly agreed and eleven agreed that a coordinator should employ non-directive counselling to help the teacher; three supervisors disagreed and one strongly disagreed. Item 42, "consult with teachers on their strengths and weaknesses," also had responses ranging from strongly agree to strongly disagree. Forty-four per cent of the supervisors approved of a coordinator's implementing a program of standardized testing (item 49); 56 per cent disapproved of this service. A similar distribution was evidenced for item 54, "help establish common policy for laggard students." Seven supervisors felt that a coordinator should schedule the use of various teaching aids (item 52); however, eleven disapproved.

#### Expectations of Principals

Table XIX, page 97, also shows the variance scores of principals on questionnaire items 36 through 59 in the areas of "General Consultation" and "The Coordinating Function."

The variance scores for principals ranged from .262 on item 43, an item of high consensus, to .871 on item 48, a low-consensus item. On item 43, out of fifty-one principals, ten strongly agreed and thirty-seven agreed that a coordinator should employ non-directive counselling to help the teacher diagnose his teaching difficulties; only four principals expressed a disagree response. However, on item 48, "urge the preparation and scheduling of common examinations," six principals strongly agreed, twenty agreed, fifteen disagreed, and ten strongly disagreed. The low consensus of opinions is clearly evident, 51 per cent of the principals favoring the suggested coordinator service and



49 per cent disapproving of it. Figure 14 illustrates the response variabilities for these two items.

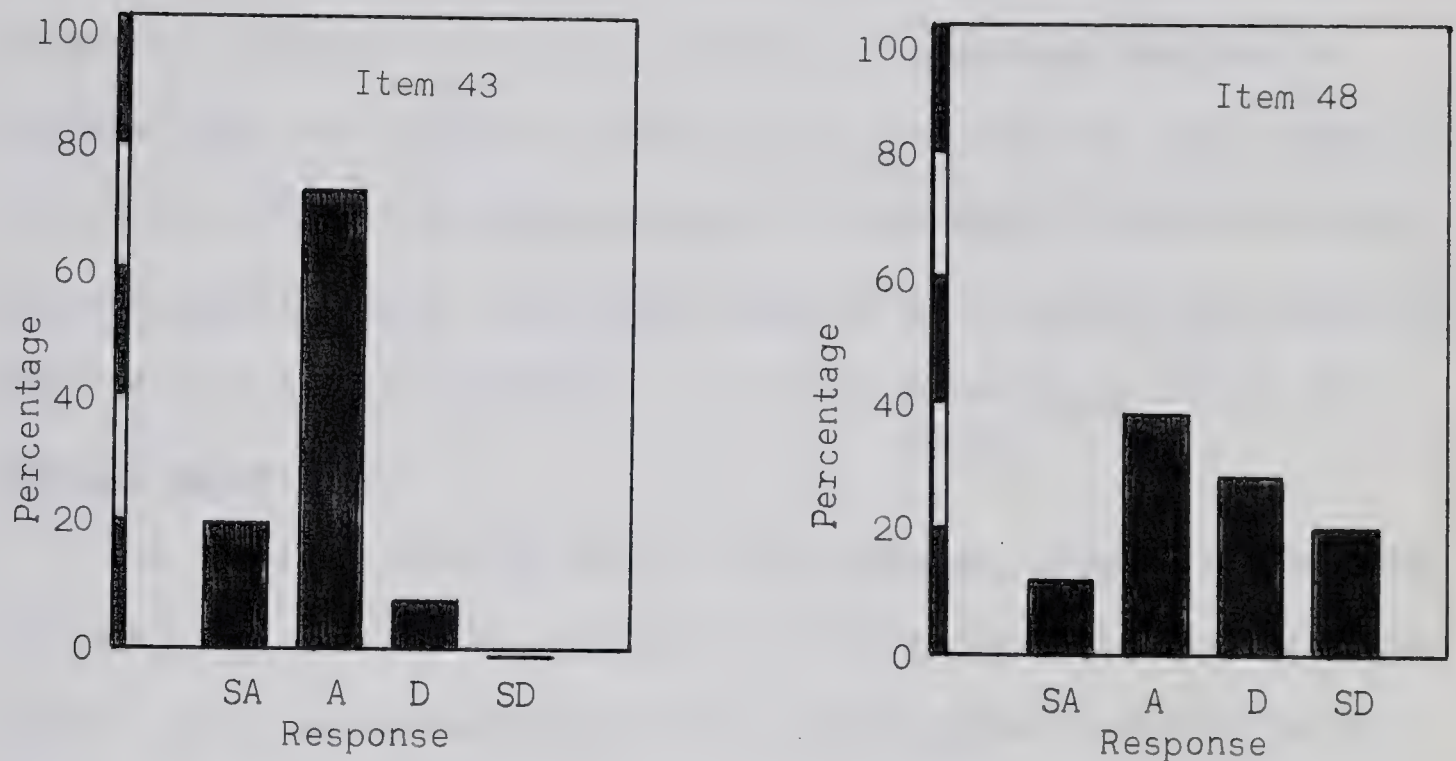


FIGURE 14

PRINCIPAL RESPONSES TO "APPLY NON-DIRECTIVE COUNSELLING" AND "HELP PREPARE COMMON EXAMINATIONS"

Item 57, "invite resource persons to meetings," also elicited a high degree of consensus. Thirty-four principals or 67 per cent expressed an agree response and thirteen persons or 25 per cent expressed a strongly agree response to this coordinator service; only four principals or eight per cent disagreed. On item 59, "encourage pupil continuity of experiences from grade to grade," 88 per cent of the responses were favorable. The principals supported item 45 very staunchly. Thirty-one responses were strongly agree and eighteen were





agree to the suggestion that a coordinator should recognize and appreciate teacher efforts and contributions; only two responses were disagree. The next three items on the increasing-variance continuum but still displaying relatively high consensus were item 40, "hold conferences throughout the year," item 41, "encourage teachers to evaluate their own classroom performance," and item 55, "hold follow-up discussions of meetings and seminars." These three items had similar response distributions. Each item received an overwhelmingly favorable response with a great majority of responses being agree rather than strongly agree.

At the low-consensus end of the continuum, in addition to item 48, were items 54, 42, 52, 53, and 49. Thirty-two principals favored item 54, "help establish common policy for laggard students," while nineteen principals either disagreed or strongly disagreed. Responses to item 42, "consult with teachers on their strengths and weaknesses," also ranged from strongly agree to strongly disagree. Among the fifty-one responses, nine were strongly agree and two, strongly disagree. Fifty-one per cent of the principals favored item 52, "schedule use of teaching aids," while 49 per cent opposed it. Item 53, "help establish common policy for notebooks and homework," and item 49, "implement program of standardized testing," received more favorable responses than unfavorable responses. Their low consensus of opinion as compared with earlier items can be attributed to an increasingly larger number of strongly agree and strongly disagree responses.





### Expectations of Coordinators

The variance scores of coordinators on questionnaire items 36 through 59 in the areas of "General Consultation" and "The Coordinating Function," are shown in Table XX.

TABLE XX

ORDERED VARIANCE SCORES FOR COORDINATORS AND TEACHERS IN AREAS OF  
GENERAL CONSULTATION AND THE COORDINATING FUNCTION

Item	Coordinator Variance	Item	Teacher Variance
59	.111	57	.122
57	.165	55	.262
41	.202	46	.297
40	.222	40	.298
45	.238	45	.307
51	.250	41	.320
46	.251	59	.322
47	.321	37	.347
38	.322	51	.379
36	.349	47	.396
54	.349	38	.410
55	.350	50	.413
37	.388	36	.423
39	.388	39	.440
49	.422	44	.447
42	.461	43	.461
50	.471	52	.469
58	.494	56	.496
48	.578	49	.500
56	.611	53	.528
53	.665	58	.543
52	.696	42	.544
44	.805	54	.598
43	.904	48	.714

The variance scores for coordinators ranged from .111 on item 59, an item on which there was high consensus, to .904 on item 43, a low-



consensus item. On item 59, sixteen respondents, out of a total of eighteen, agreed that a coordinator should encourage teachers to provide continuity of experiences as pupils progress from grade to grade; there was only one strongly agree response and one disagree response. On item 43, however, three respondents strongly agreed and eight agreed that a coordinator should employ non-directive counselling to help the teacher diagnose his teaching difficulties; four respondents disagreed and three strongly disagreed. Figure 15 illustrates the response

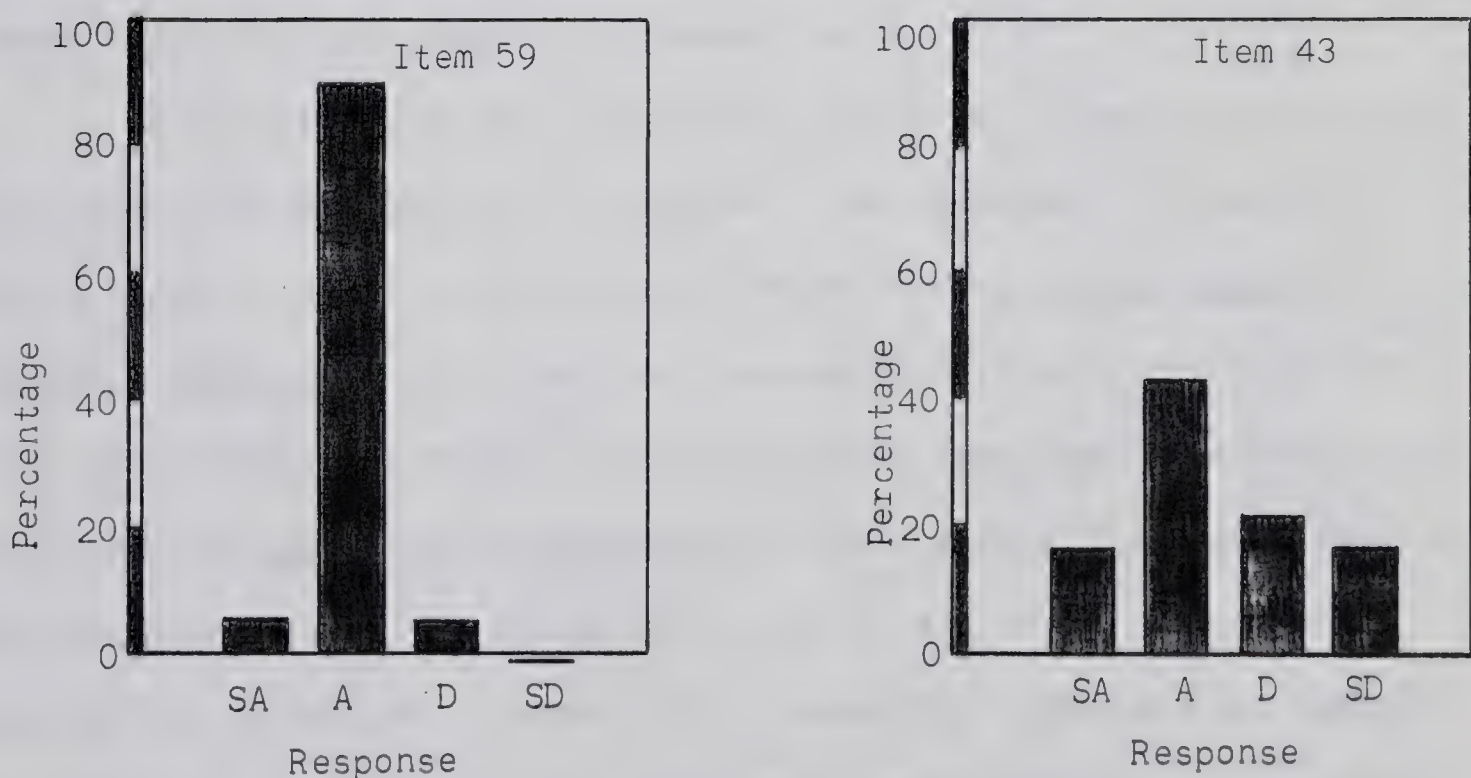


FIGURE 15

COORDINATOR RESPONSES TO "ENCOURAGE PUPIL CONTINUITY OF EXPERIENCES"  
AND "EMPLOY NON-DIRECTIVE COUNSELLING"





variabilities for items 59 and 43.

Item 57, "invite resource persons to meetings," also elicited a high degree of consensus. Fifteen coordinators indicated agree responses to this suggested service, two coordinators strongly agreed, and one disagreed. Thirteen respondents agreed and five strongly agreed that a coordinator should encourage teachers to evaluate their own classroom performance (item 41). Eighty-nine per cent of the responses to item 40, "hold conferences throughout the year," were favorable; 11 per cent disagreed with the suggested service. All responses to item 45, "recognize teacher efforts," were favorable; seven coordinators strongly agreed and eleven agreed. Item 51 showed relatively high consensus too, though all responses were unfavorable. Ten respondents disagreed and eight strongly disagreed that a coordinator should assess marks and comments written by teachers on report cards.

At the low-consensus end of the continuum, in addition to item 43, were items 48, 56, 53, 52, and 44. The responses to item 48, "help prepare common examinations," ranged from strongly agree to strongly disagree. Fifty per cent responded favorably and fifty per cent unfavorably. Item 56, "enquire whether commitments carried out," received six agree, seven disagree, and five strongly disagree responses. One respondent strongly agreed and seven agreed that a coordinator should help establish a common policy regarding notebooks and homework assignments (item 53); on the other hand, seven respondents disagreed and three strongly disagreed with the suggested service. Item 52, "schedule use of teaching aids," received eight favorable and ten



unfavorable responses. To the suggestion that a coordinator should employ directive counselling when the teacher is unable to arrive at his own solution (item 44), one respondent strongly agreed, twelve agreed, one disagreed, and four strongly disagreed.

### Expectations of Teachers

Table XX, page 102, also shows the variance scores of teachers on questionnaire items 36 through 59 in the areas of "General Consultation" and "The Coordinating Function."

The variance scores for teachers ranged from .122 on item 57, a high-consensus item, to .714 on item 48, a low-consensus item. It is interesting to note that item 48 was the item on which principals also showed least consensus. In response to item 57, 143 teachers out of a total of 163 (88 per cent) agreed that a coordinator should invite resource persons to discuss current problems at subject-committee meetings; eleven teachers strongly agreed and nine disagreed. On item 48, however, respondents were greatly divided in their opinions. Sixteen teachers (10 per cent) strongly agreed and sixty-one teachers (37 per cent) agreed that a coordinator should urge the preparation and scheduling of common examinations; sixty-four teachers (39 per cent) disagreed and twenty-two (14 per cent) strongly disagreed. Figure 16 illustrates the response variabilities for items 57 and 48.

At the high-consensus end of the continuum, in addition to item 57, were items 55, 46, 40, 45, and 59. Item 55, "hold follow-up discussions of meetings and seminars," received 111 agree responses and forty-seven disagree responses; in the categories at the extremities





were four strongly agree and one strongly disagree response. Ninety per cent of the teachers favored the coordinator's assisting in the improvement of measuring instruments (item 46); only ten per cent opposed the suggested service. Eighty-two per cent of the teachers either strongly agreed or agreed that a coordinator should hold individual and group conferences throughout the year (item 40); the remaining teachers disagreed. Response distributions for item 45, "recognize teacher efforts," and item 41, "encourage teachers to evaluate their own performance," were similar to the distribution for item 40; for each of these items there was an overwhelmingly large number of agree responses.

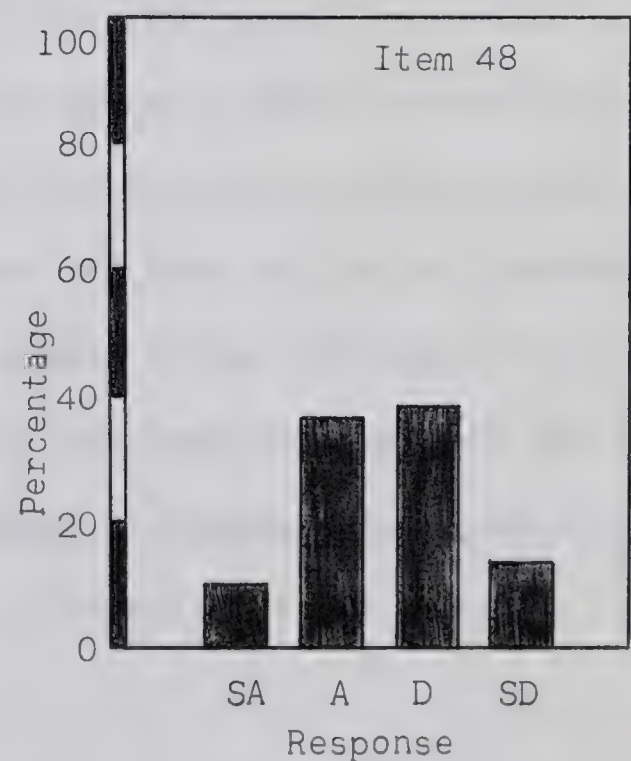
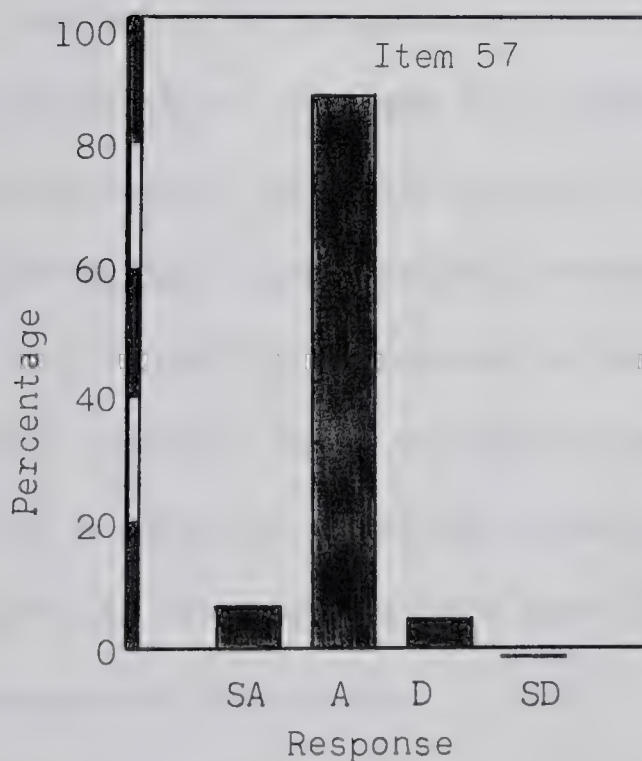


FIGURE 16

TEACHER RESPONSES TO "INVITE RESOURCE PERSONS TO MEETINGS" AND  
"HELP PREPARE COMMON EXAMINATIONS"





At the low-consensus end of the continuum, in addition to item 48, were items 49, 53, 58, 42, and 54. Eight per cent of the teachers strongly agreed and 58 per cent agreed that a coordinator should assist in implementing a program of standardized testing (item 49); on the other hand, 27 per cent of the teachers disagreed and seven per cent strongly disagreed with the suggested service. There were approximately twice as many favorable as unfavorable responses. Item 53, "help establish common policy for notebooks and homework," received seven strongly agree, fifty-three agree, eighty-three disagree, and nineteen strongly disagree responses. Thirty-seven per cent of the responses were favorable and 63 per cent were unfavorable. Much the same distribution was shown for item 58 which stated that a coordinator should assist teachers with problems encountered in subjects for which he is not responsible. On item 42, "consult with teachers on their strengths and weaknesses," the percentage of favorable responses was again twice the percentage of unfavorable responses as was the case in item 49; however, in item 42 there occurred a few more responses in the extreme categories. For item 54, "help establish common policy for laggard students," there was a range of responses from strongly agree to strongly disagree; 18 per cent of the replies were equally divided between these two extreme response categories.

### III. SUMMARY

In the area of general consultation, there was a great deal of disparity between the rank ordering of items on the basis of the mean



responses by one group and the rank ordering of the same items by other alter groups. Principals favored most the recognition by coordinators of teacher efforts and contributions, while supervisors indicated that encouraging teachers to evaluate their own classroom performance was the most worthwhile activity for coordinators to engage in; the teacher alter group considered sample lesson plans for the inexperienced teacher the most valuable coordinator service. It might be noted by incumbent coordinators that directive counselling was the service least desired by the three alter groups mentioned.

All respondent groups showed high consensus of opinion favoring individual and group conferences during the year. It is interesting that principals showed most consensus in their support of non-directive counselling while coordinator responses to this suggested service showed least consensus. The investigator is unable to explain why a large number of coordinators disapproved of an approach which is often advocated in the literature.

Inviting resource persons to subject-committee meetings and encouraging teachers to provide continuity of experiences as pupils progress from grade to grade were the two services all respondent groups considered most desirable in the area of coordination. The item which suggested that a coordinator should assess subject marks and comments written by teachers on report cards received overwhelmingly unfavorable responses.

Opinions differed significantly with respect to establishing a common policy regarding notebooks and homework assignments; a majority





of the supervisors and principals either strongly agreed or agreed while a majority of the teachers disapproved of the suggested service. On this particular item, every alter group showed low consensus of opinion. There was a significant difference between the same two sample groups regarding the suggestion that a coordinator should enquire of all personnel concerned whether commitments made at meetings, workshops, and seminars have been carried out; teachers as one group expressed generally favorable responses while supervisors and principals as the other sample group were opposed.

According to the supervisors, preparing and scheduling of common examinations by coordinators was the least desirable service. Principals and teachers were undecided and their responses showed least consensus of opinion for this item. Incumbent coordinators would be well advised to take cognizance of the circumstances. It seems reasonable to suppose that common examinations may be held in greater esteem in some schools than in others depending on the views of the principal.



## CHAPTER VII

### RELATIONSHIP OF VARIOUS CHARACTERISTICS OF TEACHERS TO EXPECTATIONS

The purpose of this chapter is to present an analysis of the responses of teachers to questionnaire items 1 through 59 with respect to certain characteristics, such as, subjects taught, teaching experience, university training, and sex.

#### I. EXPECTATIONS AND SUBJECTS TAUGHT

Table XXI shows the two items on which a significant difference was found when the expectations of teachers of academic subjects were compared with the expectations of teachers of non-academic subjects.

TABLE XXI

EXPECTATIONS OF TEACHERS OF ACADEMIC SUBJECTS COMPARED WITH  
EXPECTATIONS OF TEACHERS OF NON-ACADEMIC SUBJECTS

Item	Content	Type of Dichotomy	Value of $X^2$
42	Consult with teachers on their strengths and weaknesses	SA A / D SD	5.990 <sup>a</sup>
48	Help prepare common examinations	SA A / D SD	12.266 <sup>b</sup>

<sup>a</sup>Significant at .05 level.

<sup>b</sup>Significant at .01 level.

There were 125 teachers who taught exclusively or mostly academic subjects, and thirty-four who taught exclusively or mostly non-academic



subjects.

Item 42, which stated that a coordinator should consult with teachers on their strengths and weaknesses, received largely favorable responses; however, teachers of non-academic subjects favored it significantly more than did the teachers of academic subjects. Eighty-five per cent of the non-academic teachers either strongly agreed or agreed while only 63 per cent of the academic teachers expressed favorable responses.

It is interesting to note the distribution of responses to item 48, "urge the preparation and scheduling of common examinations." A small majority of the academic teachers (55 per cent) favored the suggested service while 80 per cent of the non-academic teachers were opposed. A significant difference between the expectations of the two sample groups occurred at the .01 level.

## II. EXPECTATIONS AND EXPERIENCE

Table XXII shows the five items on which a significant difference was found when the expectations of teachers who taught four years or less were compared with the expectations of teachers who taught five years or more. There were eighty-two less experienced teachers and eighty-one more experienced teachers.

Responses to items 17 and 26 were dichotomized as strongly agree versus agree. Thirty-eight per cent of the responses which less experienced teachers expressed to item 17, "utilize teachers as resource personnel," were strongly agree; only 19 per cent of the more





TABLE XXII

EXPECTATIONS OF TEACHERS HAVING ONE THROUGH FOUR YEARS EXPERIENCE  
 COMPARED WITH EXPECTATIONS OF TEACHERS HAVING  
 FIVE OR MORE YEARS EXPERIENCE

Item	Content	Type of Dichotomy	Value of $\chi^2$
14	Encourage experimentation with new media	SA A / D SD	4.243 <sup>a</sup>
17	Utilize teachers as resource personnel	SA / A	6.749 <sup>b</sup>
26	Encourage experimentation with new techniques	SA / A	4.608 <sup>a</sup>
42	Consult with teachers on strengths and weaknesses	SA A / D SD	4.966 <sup>a</sup>
52	Schedule use of teaching aids	SA A / D SD	5.909 <sup>a</sup>

<sup>a</sup>Significant at .05 level.

<sup>b</sup>Significant at .01 level.

experienced teachers strongly agreed. A significant difference was noted at the .01 level. In response to item 26, "encourage experimentation with new techniques," 22 per cent of the less experienced teachers indicated that they strongly agreed; only nine per cent of the more experienced teachers strongly agreed. The chi square test showed that responses differed significantly. As is apparent from the dichotomy that was used, the responses to both items were overwhelmingly favorable; however, the less experienced teachers supported the suggested coordinator services more enthusiastically than did the more experienced teachers.



The dichotomy used for items 14, 42, and 52 was strongly agree and agree versus disagree and strongly disagree. For each item a significant difference was found at the .05 level. Item 14, "encourage experimentation with new mechanical and electronic devices," and item 42, "consult with teachers on their strengths and weaknesses," received largely favorable responses from both sample groups; in each case, a greater percentage of less experienced teachers favored the suggested service. The response distribution for item 52 was quite unlike the distributions for items 14 and 42. Fifty-eight per cent of the less experienced teachers believed that a coordinator should help schedule the use of the various teaching aids while a greater majority of the more experienced teachers disapproved.

### III. EXPECTATIONS AND UNIVERSITY TRAINING

Eight items for which a significant difference occurred when the expectations of non-degree teachers were compared with degree teachers are shown in Table XXIII. There were sixty-eight teachers who had less than four years of university training and ninety-two who had four or more years.

The responses to item 2 were dichotomized as strongly agree versus agree. Fifty-two per cent of the non-degree teachers strongly agreed that a coordinator should assist in the development of comprehensive course outlines for new teachers; of the degree teachers, only 29 per cent expressed strongly agree responses. It is evident that the less qualified teachers supported the suggested service more vigorously than





did the more qualified teachers.

The responses to items 3, 5, 12, and 38 were dichotomized as strongly agree and agree versus disagree and strongly disagree. For each of these items a significant difference was noted at the .01 level. A majority of the non-degree teachers favored item 3, "develop course

TABLE XXIII  
EXPECTATIONS OF NON-DEGREE TEACHERS COMPARED WITH EXPECTATIONS  
OF DEGREE TEACHERS

Item	Content	Type of Dichotomy	Value of $\chi^2$
2	Develop course outlines for new teachers	SA / A	7.686 <sup>b</sup>
3	Develop course outlines for experienced teachers	SA A / D SD	9.918 <sup>b</sup>
5	Help develop differential programs	SA A / D SD	6.991 <sup>b</sup>
12	Help utilize audio-visual equipment	SA A / D SD	7.220 <sup>b</sup>
38	Provide sample lesson plans for new teachers	SA A / D SD	7.710 <sup>b</sup>
51	Assess report card marks and comments	SA A / D SD	5.930 <sup>a</sup>
53	Help establish common policy for notebooks and homework	SA A / D SD	5.036 <sup>a</sup>
54	Help establish common policy for laggard students	SA A / D SD	4.992 <sup>a</sup>

<sup>a</sup>Significant difference at .05 level.

<sup>b</sup>Significant difference at .01 level.



outlines for experienced teachers," while a majority of the degree teachers disapproved of it. Both sample groups supported item 5, "help develop differential programs"; the non-degree teachers, however, showed a significantly greater percentage of favorable responses. A similar distribution was evidenced for item 38 which suggested that the coordinator should provide new teachers with sample lesson plans during the early part of the school year. Item 12, "assist in the full utilization of audio-visual equipment presently in the school," received twenty-three favorable and forty-five unfavorable responses from the non-degree teachers; the degree teachers expressed twenty-four favorable responses and sixty-eight unfavorable responses.

For items 51, 53, and 54 a similar dichotomy was used, that is, favorable responses were compared with the unfavorable responses and for each item the chi square test indicated a significant difference at the .05 level. On item 51, "assess report card marks and comments," 81 per cent of the responses of non-degree teachers were unfavorable while 93 per cent of the degree teachers reacted unfavorably. Most of the replies to item 53 were unfavorable too. Fifty-three per cent of the non-degree and 70 per cent of the degree teachers disapproved of the coordinator's efforts in establishing common policy regarding class notebooks and homework assignments. In response to item 54, "help establish common policy for laggard students," non-degree teachers expressed largely favorable responses; on the other hand, the degree teachers expressed as many favorable as unfavorable replies.





#### IV. EXPECTATIONS AND SEX

The expectations of male teachers were compared with the expectations of female teachers. The chi square test indicated that a significant difference occurred between the two sample groups on one item only. Out of eighty-five male teachers, thirty-three responded favorably to the suggestion that a coordinator should provide demonstration lessons in the teacher's classroom; fifty-two reacted unfavorably. Of the seventy-seven female teachers, forty-nine expressed favorable responses and only twenty-eight, unfavorable replies. It is evident that a majority of male teachers (61 per cent) disapproved of the suggested service while a majority of the female teachers (64 per cent) favored it.

#### V. SUMMARY

Teachers of non-academic subjects supported more than did teachers of academic subjects the suggestion that a coordinator should consult with teachers on their strengths and weaknesses. A small majority of academic teachers favored the preparation and scheduling of common examinations while an overwhelming majority of the non-academic teachers were opposed. The reaction of the non-academic teachers to this latter item is quite obvious. Many of the competencies in physical education and music, for example, cannot be tested by written tests. Furthermore, course outlines for the non-academic subjects are, in all probability, not followed as slavishly and thus, valid common examinations would be difficult to prepare.





Teachers who taught four years or less expressed more approval than did the more experienced teachers for coordinator services such as, utilizing teachers as resource personnel, encouraging experimentation with new techniques and new media, consulting with teachers on their strengths and weaknesses, and scheduling the use of various teaching aids. The item "consult with teachers on their strengths and weaknesses" seems to warrant comment. It appears to indicate that the relatively inexperienced teachers are more aware of their inadequacies and more desirous of improvement than the experienced teachers. With respect to the kind of subjects taught, it may be stated that consultants are a tradition more in music, art, and physical education than in the academic subjects and thus, the non-academic teachers are more willing to consult. It also seems reasonable to suppose that teachers of non-academic subjects are more doubtful of the adequacy of their university preparation than the teachers in the area of academics.

On each of the items where a significant difference existed between the expectations of non-degree and degree teachers, the former showed a greater percentage of favorable responses than did the latter group. Such items were concerned with course outlines, lesson plans, and use of audio-visual aids, that is, services to aid the teacher in the classroom; they were also concerned with differential programs to provide for individual differences among students, and then some definite policy to follow when student efforts were unsatisfactory. The responses regarding the assessing of report card marks and the establishing of common policy for notebooks and homework assignments received largely



unfavorable responses from both groups.

It is evident that sex was not a factor which influenced expectations. A significant difference occurred on one item only. A majority of female teachers approved of demonstration lessons in the teacher's classroom while a majority of male teachers disapproved.





## CHAPTER VIII

### IMPROVING THE CONSULTATIVE PROGRAM

The first part of this chapter discusses Section B of the questionnaire, that is, the ranking of nine major consultative services by supervisors, principals, coordinators, and teachers. In the latter part of the chapter, the responses to the three open-end questions (Section C of the questionnaire) are analyzed.

#### I. RELATIVE IMPORTANCE OF CONSULTATIVE SERVICES

Nine broad areas dealing with consultative services for teachers were ranked in the order in which the services were considered to be important as functions of the coordinator. The rankings, by supervisors and principals on one hand and by coordinators and teachers on the other is shown in Table XXIV.

As is apparent from Table XXIV, the two services which were considered to be most important as functions of the coordinator were "to engage in consultations as a competent and experienced teacher able to work with others" and "to assist and advise new teachers in developing effective methods of classroom management." The median test indicated that no significant difference existed between the two sample groups in their manner of ranking the latter service. With respect to "engaging in consultations," the responses indicated that the service was considered significantly more important by supervisors and principals. Out of



TABLE XXIV  
CONSULTATIVE SERVICES RANKED IN ORDER OF IMPORTANCE

Item	Coordinator Service	S and P <sup>a</sup> Rank <sup>b</sup>	C and T
60	Help develop course outlines	6	3
61	Take leadership in ATA and EPSB committees	9	9
62	Act as liaison between Central Office and classroom teachers	7	4
63	Ensure fullest utilization of educational facilities	4	5
64	Assist in in-service programs	5	6
65	Teach demonstration lessons	3	7
66	Help teachers develop effective methods of classroom management	2	1
67	Engage in consultations as competent, experienced teacher	1	2
68	Coordinate testing, reporting of marks, use of equipment and materials	8	8

<sup>a</sup>S: Supervisors; P: Principals; C: Coordinators; T: Teachers.

<sup>b</sup>Rank assigned on the basis of the median.

sixty-seven supervisors and principals, forty-four observations (66 per cent) occurred at or below the combined median; on the other hand, out of 175 coordinators and teachers, only seventy observations (40 per cent) occurred at or below the combined median. The four items for which a significant difference was noted are shown in Table XXV.

The third most important consultative service, as indicated by the



TABLE XXV

MEDIAN TEST APPLIED TO RANKS BY SUPERVISORS AND PRINCIPALS  
COMPARED WITH RANKS BY COORDINATORS AND TEACHERS

Item	Coordinator Service	Value of $X^2$ <sup>a</sup>
60	Help develop course outlines	12.351 <sup>c</sup>
62	Act as liaison between Central Office and classroom teachers	5.176 <sup>b</sup>
65	Teach demonstration lessons	13.950 <sup>c</sup>
67	Engage in consultations as competent, experienced teacher	11.804 <sup>c</sup>

<sup>a</sup> $X^2$  corrected for continuity using Yates's formula.

<sup>b</sup>Significant at .05 level.

<sup>c</sup>Significant at .01 level.

responses of coordinators and teachers, was assisting in the development of course outlines for new and experienced teachers; supervisors and principals, however, considered it a great deal less important and ranked it in sixth position.

The consultative service "to act as liaison between curriculum workers in the Central Office and classroom teachers" ranked fourth on the coordinator and teacher continuum of important services. Supervisors and principals considered it relatively unimportant and it placed in seventh position. The median test revealed that a significant difference existed at the .05 level between the rankings of the two sample groups. Sixty-two per cent of the coordinator and teacher responses, but only 45 per cent of the supervisor and principal responses, occurred at or





below the combined median.

Where opinions differed significantly again was in response to the suggestion that one of the functions of the coordinator was to teach demonstration lessons for teachers on the staffs of their own and other schools. Coordinators and teachers did not feel that this service was overly important and on the basis of their responses, it placed in seventh position. Supervisors and principals, on the other hand, favored this action on the part of the coordinator sufficiently to place it in third position on the continuum. Forty-two per cent of the coordinator and teacher observations occurred at or below the median as compared with 70 per cent of the supervisor and principal observations.

The sample groups were in agreement in identifying the two least important consultative services. To coordinate testing procedures, reporting of marks, and use of equipment and materials was the item which placed eighth. "To take active leadership in ATA and EPSB subject committees" appeared in ninth or last position.

## II. IMPROVING CONSULTATIVE SERVICES

### Activities Considered Most Helpful by Principals and Teachers

Principals and teachers were asked to respond to the open-end question, "What specific activities initiated by the coordinator in your school or what services made possible by his presence have you found most helpful?"

Table XXVI and Table XXVII list the coordinator activities which were considered most helpful by principals and teachers, respectively.



TABLE XXVI

## COORDINATOR ACTIVITIES CONSIDERED MOST HELPFUL BY PRINCIPALS

Consultative Service	Frequency N: 51
Discussing classroom management and teaching procedures	13
Assisting teachers new to a subject or new to teaching	12
Coordinating subject programs and testing procedures	9
Programming for the year--course outlines, time suggestions, sequence	9
Discussing the availability and use of resource materials	8
Discussing curriculum changes	8
Intervisitation, demonstration	6
Organizing group meetings and workshops	5

TABLE XXVII

## COORDINATOR ACTIVITIES CONSIDERED MOST HELPFUL BY TEACHERS

Consultative Service	Frequency N: 163
Discussing availability and use of resource materials	26
Discussing classroom management and teaching procedures	26
Exchange of ideas--consultation of a general nature	21
In-service, discussing curriculum changes	13
Preparation and organization of test materials	12
Demonstration lesson	11
Programming for the year--time suggestions, sequence, concepts to emphasize	11
Organizing group meetings and workshops	10
Implementing special programs of instruction	7
Utilizing more fully equipment and facilities	7
Intervisitation with teachers of other classrooms	7





It is apparent that both alter groups have identified as helpful services basically similar items.

Discussing classroom management and teaching procedures was the service mentioned most frequently by both the principal and the teacher groups. Principals thought that coordinators were of assistance particularly to the new teacher. It was noted frequently by the teachers that they had discussed with the coordinator such things as the availability and use of resource materials. Teachers indicated that even if there were no specific problems to discuss, just an exchange of ideas with a coordinator was useful. Principals and teachers appreciated the coordinator's assistance in preparing and organizing test materials.

Certain coordinators had introduced special programs of instruction in developmental reading for the poor readers and enrichment for the high-ability classes. Coordinators had organized house leagues in physical education, had helped with the arrangement of displays, and had given assistance in utilizing more fully science equipment and gymnasium facilities.

The coordinator's attention to curriculum changes was noted. The group meetings and workshops which the coordinator had organized were considered worthwhile. Particular reference was made to in-service programs in structural grammar and modern mathematics. The coordinator had helped teachers to program for the year. Teachers found helpful his suggestions with respect to time, suggested sequence, and concepts which they should emphasize in their teaching. Demonstration lessons in themselves were useful and tended to promote intervisitations among



teachers.

Mention was made by a few teachers of such things as: acting as liaison between the school and Central Office; attending various meetings to be fully informed about current policy; helping to orient a teacher new to the school; suggesting resource personnel for speakers; establishing a professional library in the school; and, bringing to the attention of teachers pertinent articles in professional journals.

#### Difficulties Observed by Principals and Teachers

Principals and teachers responded to the open-end question, "In your opinion, what factors have tended to militate against the attainment of maximum benefits of having a coordinator at the Junior High level?"

The factors which were mentioned by principals and the frequencies are tabulated in Table XXVIII and the factors which were suggested by teachers are shown in Table XXIX.

TABLE XXVIII

FACTORS WHICH HINDERED COORDINATOR IN HIS WORK AS SUGGESTED BY PRINCIPALS

Suggested Factor	Frequency N: 51
Coordinator not fully accepted by principals and teachers.	
Apathy	23
Insufficient time, timetable conflicts	14
Difficult to utilize services of a non-resident coordinator	11
Role not clearly defined. Insufficient direction from Central Office	8
Personality conflict--inability to communicate adequately	4





TABLE XXIX

## FACTORS WHICH HINDERED COORDINATOR IN HIS WORK AS SUGGESTED BY TEACHERS

Suggested Factor	Frequency N: 163
Insufficient time	43
Role not clearly defined. Insufficient direction from Central Office	17
Difficult to utilize services of a non-resident coordinator	14
Personality conflict--inability to communicate adequately	13
Coordinator not fully accepted by principals and teachers. Apathy	12
Coordinator not trained for the job	7
Infrequency of visits, no follow-up	7
Resentment by experienced teachers who consider themselves "equals"	7
Coordinator lacks the necessary subject background	6
Indifference on the part of coordinator	4

Insufficient time for the coordinator to discharge his responsibilities was mentioned very frequently by both principals and teachers. Timetable conflicts often could not be resolved since the coordinator had regular classroom duties as well as consultative duties. Certain individuals emphasized that the need was for more coordinators rather than for more "time-off" for the incumbents, because they felt that a coordinator must continue to have some teaching responsibilities in order that he may be effective on his job.

Principals, particularly, commented very often that the position of coordinator was not fully accepted by the school personnel. Especially at a disadvantage was the newly-appointed coordinator. It was indicated





that a coordinator was not a necessary "link" in the educational "chain." Teachers were uncertain as to the demands they could make. Apathy was cited on the part of principals as well as teachers. It was suggested that the role of the coordinator was not clearly defined and more direction should have been forthcoming from Central Office. Some of the assumed duties of the coordinator seemed to overlap the duties of the principal, assistant-principal, and supervisor. There was evidence of resentment on the part of experienced teachers who considered themselves "equals." It was felt that the experienced teachers were set in their ways and were unwilling to accept any suggestions which might change established routine. Principals believed that quite often teachers were reluctant to contact a coordinator because it would reflect unfavorably on their competence as teachers.

A considerable number of respondents were of the opinion that it was difficult to utilize the services of a non-resident coordinator. Visits were infrequent and there was no follow-up to initial visits. Channels of communication were poor and too much delay ensued between the time a need was felt and the time when the coordinator was free for consultation. A few principals envisaged Junior High Schools being sufficiently large to warrant a resident coordinator in each subject area.

The feeling was expressed by certain respondents that the coordinator could have exerted more initiative in contacting teachers, organizing workshops, and the like. It was suggested that he showed indifference on his job and was preoccupied with "a world of his own."



On the other hand, it should be mentioned that certain teachers resented a coordinator who was too aggressive. It was also observed that principals did not put forth sufficient effort to promote the work of the coordinator.

Numerous responses indicated that personality conflicts created a problem. The coordinator was unable to communicate adequately with teachers and principals alike. One teacher expressed bitter feelings about being severely criticized by a coordinator. A few teachers were resentful because they had been made to feel inferior. It was suggested that the coordinator required training for the job. Certain respondents thought that the coordinator offered too much theory and not enough practical assistance. He did not bring resource materials with him. He attempted to force acquiescence to a particular course of action. Expressing a different point of view were the replies which stated that the coordinator was overly reluctant to criticize.

Modest university training and inadequate subject background of the coordinator tended to create difficulties, according to the opinions of certain respondents. The coordinator lacked confidence in a subject specialty which had been designated his responsibility or he lacked experience in a particular grade level and thus, was hampered in his efforts to improve the competencies of many teachers.

Other factors mentioned by principals and teachers were the following: no private office for conferences; coordinator not familiar with the circumstances of the school he visits; limited specialization requires a teacher to work with several coordinators; some subjects do





not provide as much opportunity for the coordinator as others do; and, coordinator too concerned with grade nine and not enough with grades seven and eight.

#### Difficulties Observed by Supervisors

The responses of supervisors in suggesting the factors that tended to militate against the attainment of maximum benefits of having a coordinator at the Junior High level concurred with many of the replies from principals and teachers. In addition to the factors discussed in the previous section, the following three observations may be included. Some coordinators waited for teachers or principals to contact them while others initiated the contacts themselves. Some coordinators attempted tasks, such as, standardized testing and counselling, for which they had no training. It was also indicated that some coordinators found difficulty in discharging their responsibilities adequately because they were placed in small schools or in schools where there were few new teachers.

#### Problems Encountered by Coordinators

Coordinators responded to the following question: "What problems have you encountered in your attempts to develop the potential of your position for the improvement of instruction in the school?"

It is not surprising that coordinators cited many of the problems that were mentioned by principals, teachers, and supervisors.

Rigidity of timetables and insufficient time were the problems that coordinators listed most frequently. Next, in number of times



mentioned, were indifference of principals and teachers as well as reluctance on the part of teachers toward enlisting the aid of a coordinator. It was the feeling of this respondent group that more principals should have requested consultative services on behalf of their teachers. It was noted that certain principals exhibited negative attitudes which made it difficult for the coordinator to confer with teachers in such schools. Certain problems which coordinators believed had interfered with their work have already been mentioned in previous sections. Among these were unwillingness on the part of experienced teachers to initiate change, lack of clear directive from Central Office, and having to teach in a small school.

It was also indicated that teachers felt uneasy having a coordinator in the classroom. It was obvious that some teachers had unpleasant experiences with coordinators on previous occasions. Distrust on the part of teachers that a coordinator was also an evaluator presented a problem. In the opinion of some coordinators, taking upon oneself the onus of contacting teachers in other schools was difficult because the city was not sectioned into zones in such a manner that a coordinator could consider one of these zones his major responsibility.

### III. SUMMARY

To assist new teachers in developing effective methods of classroom management and to engage in consultations as a competent teacher able to work with others were the two services considered by supervisors, principals, coordinators, and teachers to be most important as functions



of the coordinator. The principal and the teacher groups indicated that coordinators had helped all teachers, more specifically, by discussing classroom management, teaching procedures, and the use of resource materials.

All groups were of the opinion that a coordinator was hampered in his work by the following: insufficient time, rigidity of timetables, apathy on the part of principals and teachers, difficulty of utilizing services of a non-resident coordinator, and role of coordinator not clearly defined. A considerable number of respondents stated that the unattractive personality of a coordinator tended to militate against the attainment of maximum benefits. The coordinator group expressed concern about the reluctance of teachers in enlisting the aid of coordinators.





## CHAPTER IX

### REVIEW OF PROBLEM, CONCLUSIONS, AND RECOMMENDATIONS

#### I. REVIEW OF THE PROBLEM

Within the last decade or two, there has been an especially great increase in the amount of available knowledge and consequently, an urgent need for teachers to specialize in certain branches of this knowledge. The steady growth in student population has necessitated larger schools and school systems, many of which have experienced difficulty in obtaining the services of competent and qualified teachers. These various factors have placed upon those responsible for education a great responsibility and a tremendous burden. The concept of supervision itself has undergone a rapid evolution and is still in a period of extensive development, moving from the idea of inspectional control toward the idea of supervision as an undertaking by all school personnel, including the teacher.

School systems have been continually experimenting with organizational devices and creating new positions to improve the instructional program. A point of view being expressed with increasing frequency suggests that an earnest attempt be made to secure the best possible teaching staff and to expect it to plan for each class and for each student. In establishing its organization for supervision, a school system must ensure that appropriate positions are created to perform adequately all supervisory services and that all incumbents, as well as



the entire body of classroom teachers, are aware of their distinct functions. To provide for consultation at the Junior High level where subject specialties are involved, the Edmonton Public School Board has embarked upon a program which utilizes the services of coordinators.

The present study was undertaken to analyze the role of the Junior High School coordinator. An attempt was made to obtain some clarification of the duties, responsibilities, and problems associated with this new position, and to determine from those most closely involved how the position might be further developed.

A questionnaire was sent to the supervisors, principals, coordinators, and teachers who were well acquainted with the program which provided coordinator services to elicit their opinions and observations. Statistical tests were applied to much of the data in an attempt to determine interposition consensus between groups and intraposition consensus within groups. Responses which were not statistically tested were discussed from prepared frequency tables.

## II. CONCLUSIONS

In the area of curriculum development, the general feeling of the respondents was that the coordinator should encourage teacher experimentation in improving the school program and should act as liaison between Central Office personnel and classroom teachers. Teachers as a distinct group indicated that the most worthwhile activity for the coordinator to engage in was to develop comprehensive course outlines for new teachers. Intra-group conflict was evident in that the non-degree





teachers supported this service significantly more than did the degree teachers. Developing comprehensive course outlines for experienced teachers was considered by both the teacher and principal groups to be the least desirable coordinator service.

Supervisors considered tours and field trips most effective in utilizing educational facilities. However, the three other alter groups expressed largely unfavorable responses to this item; they believed that a coordinator's time would be spent more profitably assisting teachers with the selection of primary references and other instructional aids, and then ensuring the availability of these materials.

To organize educational workshops and seminars and to utilize competent teachers as resource personnel were the two services which were most favored by supervisors, principals, coordinators, and teachers in the area of in-service education. With respect to encouraging participation in ATA Specialist Councils, opinions differed significantly; supervisors and principals favored the service while teachers opposed it. Actually, the principal and the teacher groups considered this activity to be least worthwhile.

Principals, coordinators, and teachers felt that the most desirable service that a coordinator could perform in the area of improvement of instruction was to visit classrooms upon the invitation of the teacher. Supervisors favored most the encouraging of teachers to use a variety of instructional approaches and techniques. An item which is worthy of consideration by incumbent coordinators is providing scheduled demonstration lessons in teachers' classrooms. This service



was least favored by the coordinator group but was supported by a small majority of teachers. Of the teacher group, the female respondents reacted more favorably to this item than the male teachers. Furthermore, the low consensus of opinion among supervisors and principals indicated indecision concerning the value of this particular service.

In the area of general consultation, there was a great deal of disparity between the rank ordering of items on the basis of the mean responses by one group and the rank ordering of the same items by other alter groups. Recognition of teacher contributions was the coordinator service that principals favored most; supervisors were of the opinion that encouraging teachers to evaluate their own classroom performance was the most worthwhile activity for coordinators to engage in while the teacher group considered providing sample lesson plans for the inexperienced teacher the most valuable service. It might be noted that directive counselling was the service least desired by the three respondent groups mentioned.

Inviting resource persons to subject-committee meetings and encouraging teachers to provide continuity of experiences as pupils progress from grade to grade were the two services all four alter groups considered most desirable in the area of coordination. According to the supervisors, the least favored service was preparing and scheduling common examinations. Principals and teachers were undecided; their responses showed least consensus of opinion for this item. It is interesting to note that teachers of academic subjects expressed favorable responses while teachers of non-academic subjects were greatly opposed to





this suggested service.

It would appear that the following items should not be among the activities that coordinators would engage in or consider their responsibility since they received largely unfavorable responses from the supervisor, principal, and teacher groups. The coordinator should not attempt to assess subject marks and comments written by teachers on pupil report cards and should not assist teachers with the problems they encounter in subjects for which he is not responsible. Supervisors and principals were significantly more opposed than teachers to the items which suggested that a coordinator should order and distribute textbooks, primary references, and workbooks, and that he should provide administrators with an appraisal of the classroom performance of teachers. It may be concluded that these four items suggested services which were considered unnecessary or activities which were the responsibility of principals rather than coordinators.

Certain items received a majority of unfavorable responses from one sample group and a majority of favorable responses from the other sample group. There would appear to be some doubt whether or not these services should be included among the responsibilities of the coordinator. A majority of supervisors and principals expressed favorable replies while a majority of teachers disapproved of services such as urging the establishment of common policy regarding class notebooks and homework assignments, encouraging teachers to participate in ATA Specialist Council activities, and recommending competent university teacher-trainees for employment. On the other hand, a small majority of teachers





believed that a coordinator should enquire of Central Office personnel, principals, and teachers whether commitments made at meetings, workshops, and seminars have been carried out, while supervisors and principals were generally opposed.

When nine major consultative services were ranked in order of importance, assisting new teachers to develop effective methods of classroom management and engaging in consultations as a competent teacher able to work with others were the services selected as the two most important functions of the coordinator. Principal and teacher groups indicated that by discussing with teachers classroom management, teaching procedures, and the use of resource materials, the coordinators had rendered services which were most helpful.

All other groups were of the opinion that a coordinator was hampered in his work by the following: insufficient time, rigidity of timetables, apathy on the part of principals and teachers, difficulty in utilizing services of a non-resident coordinator, and lack of clear role definition. A considerable number of respondents stated that the unattractive personality of a coordinator tended to militate against the attainment of maximum benefits. The coordinator group expressed concern about the reluctance of teachers in enlisting the aid of coordinators.

Some observations of a general nature are apparent. These are as follows:

1. According to the findings of the study, consultation rather than coordination was basically the function of the Junior High School coordinator.



2. Any items that hinted at evaluation of a teacher by the coordinator, for example, appraising the classroom performance of teachers or assessing report card marks and comments, were vigorously opposed.

3. In their responses, supervisors and principals tended to react more forcefully than teachers. They showed a greater percentage of strongly agree responses to items they favored and strongly disagree replies to items they disapproved. This seemed to suggest that teachers were either more reserved in their judgments or more uncertain about their convictions.

4. There was more inter-group conflict in certain areas of the consultative program than in others. Conflict between groups was most apparent in the area of improvement of instruction where a significant difference between the expectations of supervisors and principals as compared with the expectations of teachers occurred on nine of the eleven items.

5. On certain items, for example, the preparation of common examinations, intra-group conflict was evidenced in two ways. The variance scores showed that of the fifty-nine items, principals and teachers showed least consensus on this one particular service. Furthermore, with reference to this same service, the chi square test showed a significant difference between the expectations of academic teachers and the expectations of non-academic teachers.

The implication for the coordinator is clear. In performing his consultative duties, the coordinator should appreciate the fact that





teachers in a school may have differing views because of the subjects which they teach or they may show agreement on some policy within their school simply because they have become accustomed to it; however, their views may be quite different from those of teachers in other schools. Therefore, on certain matters, a common policy for the city as a whole may be inoperative; the coordinator must be mindful of the circumstances.

### III. RECOMMENDATIONS

On the basis of the findings, the following recommendations are made:

1. There should be a more precise definition of the function and duties of the Junior High School coordinator. This definition should have flexibility to allow for individual school situations; however, the function and the duties should be clearly understood by all principals, teachers, and coordinators.

2. Teachers need to be informed that consulting with a coordinator or with another teacher about school matters does not reflect unfavorably on their competence but is a sign of professional growth and interest.

3. The coordinator should have university training beyond that of most teachers. He should have skill in human relations and a facility for communicating with others.

4. The coordinator should be aware of the demands of the position so that he does not antagonize persons with whom he comes in contact and does not exceed his sphere of responsibility. Any guidance in this



regard, however, should be broad enough to guard against stereotyping behavior or stifling individuality.

5. The coordinator should have sufficient experience in teaching and the necessary preparation in his subject specialty to enable him to interact with teachers in such a manner that instruction within his area of responsibility is improved.

6. Some attempt should be made at zoning the city into geographic areas in such a manner that each coordinator might consider one of these his responsibility. This would tend to place upon each coordinator the onus of meeting on occasion with all of the teachers concerned. The teachers, on the other hand, would feel free to refer to their area coordinator any matters that need resolving. This recommendation applies more directly to coordinators of academic subjects than to coordinators in non-academic specialties, since the latter are very few in number.

7. The coordinator should be allotted more time to attend to his consultative and coordinating duties; however, being a classroom teacher should remain his major responsibility.

8. The coordinator should be resident in one of the larger Junior High schools in the area which he serves.

9. Principals should be encouraged to show more initiative in arranging for the coordinator to meet with their teachers either in individual conferences or at informal subject meetings.

10. The position of administrative coordinator should be created. The functions associated with this position would be to provide adequate



channels of communication between coordinators and other school personnel as well as to provide adequate channels of communication among coordinators themselves. The need for such a position will, in all probability, become increasingly more acute when the program which utilizes coordinators is expanded and more appointments are made.

#### IV. PROBLEMS FOR FURTHER STUDY

This research has revealed certain areas which are suggested for further study. These are stated as problems.

1. What are the preparation needs of a coordinator? What should be his qualifications?
2. How effective is the coordinator in the performance of his consultative duties?
3. What is the relationship between the behavior of a coordinator and teacher satisfaction?
4. What is the relationship between the behavior of a coordinator and teaching performance?

The general hypothesis that no differences in the expectations for the behavior of the Junior High School coordinator existed between alter groups or within alter groups did not hold in many instances. Since this study was of an exploratory-survey type, its implications for further research are extensive. It is foreseeable that further studies of this nature, perhaps involving the effectiveness of the incumbent, would add greatly to the present limited literature on the subject.





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APPENDIX A

COPY OF LETTER SENT TO COORDINATORS



9647 - 69A Street  
Edmonton, Alberta  
January, 1965

Dear

I am engaged in some research in connection with my studies in Educational Administration at the University of Alberta. The purpose of the study is to determine the role of the Junior High School coordinator in the Edmonton Public School System. The data will be obtained from a questionnaire completed by the General Supervisors, specialist supervisors, sixteen principals in whose schools the coordinator is resident, eighteen coordinators, and those teachers who have had contact with one or more coordinators in the current year. The questionnaire will be distributed early in February.

Your principal has already given me the names of teachers in your school who teach in your subject areas. These teachers will be asked to complete the questionnaire. Besides these teachers, you have had contact with teachers from other schools.

Please list the names of these teachers from OTHER schools with whom you have conferred in your capacity as Junior High School coordinator and specify the school. A special form is provided for this purpose. I would be very grateful if you returned this list to me by mail at your earliest convenience.

I have the approval of the office of the Superintendent in this research.

I thank you kindly for your cooperation.





NAME OF COORDINATOR: \_\_\_\_\_

Name of Teacher

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Name of School

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## APPENDIX B

### QUESTIONNAIRE





9647 - 69A Street  
Edmonton, Alberta  
February, 1965

Dear Colleague:

The accompanying questionnaire is being distributed in connection with some research which I am carrying out as part of my studies in Educational Administration at the University of Alberta. The research project is concerned with various expectations which teachers, coordinators, principals, specialist supervisors, and superintendents hold for the behavior of the Junior High School coordinators in the Edmonton Public School System.

I would be very grateful if you would assist me in this research by completing the questionnaire. The questionnaire contains no identifying marks and individual respondents and schools will remain completely anonymous. The questionnaire makes no attempt whatever to evaluate or in any way reflect upon the services of the coordinator with whom you have been associated. It is very important that I receive complete returns from each respondent.

I am interested in individual points of view and would encourage you to respond to the items without consulting your fellow staff members. There are no right or wrong answers as far as this study is concerned.

I have the approval of the office of the Superintendent of the Edmonton Public School Board in this endeavour.

After you have completed the questionnaire, place it in the envelope which has been provided, seal the envelope and hand it to your principal.

I thank you kindly for your cooperation.

~~Yours~~ sincerely



SECTION A

The first fifty-nine items of the questionnaire are EXPECTATIONS which may be held for the behavior of the coordinator. Please read each item carefully and then indicate whether you STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE by encircling one of the responses provided. You are asked to respond to every item.

CURRICULUM DEVELOPMENT

A coordinator SHOULD:

- |  | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| 1. Provide schedules indicating the sequence for teaching the units of a course and the time allotment per unit.   | SA             | A     | D        | SD                |
| 2. Assist in the development of comprehensive course outlines for <u>new</u> teachers. ....  | SA             | A     | D        | SD                |
| 3. Assist in the development of comprehensive course outlines for <u>experienced</u> teachers. ....  | SA             | A     | D        | SD                |
| 4. Encourage teacher experimentation in curriculum improvement. ....   | SA             | A     | D        | SD                |
| 5. Help to develop <u>differential programs</u> by assisting teachers with the formulation of objectives and the selection and organization of learning experiences. | SA             | A     | D        | SD                |
| 6. Encourage teachers to sponsor out-of-class activities in their subject fields to enhance pupil interest and understanding. ....                                   | SA             | A     | D        | SD                |
| 7. Provide leadership for and encourage teachers to participate in curriculum committees organized by the Central Office and the ATA. ....                           | SA             | A     | D        | SD                |
| 8. Act as liaison between curriculum workers in the Central Office and classroom teachers. ....  | SA             | A     | D        | SD                |

UTILIZING EDUCATIONAL FACILITIES

A coordinator SHOULD:

- |  |    |   |   |    |
|--|----|---|---|----|
| 9. Ensure that proper and adequate instructional materials are available. ....                     | SA | A | D | SD |
| 10. Assist teachers in the selection of primary references and other instructional materials. .... | SA | A | D | SD |
| 11. Order and distribute textbooks, primary references, and workbooks. ....                        | SA | A | D | SD |
| 12. Assist in the full utilization of audio-visual equipment presently in the school. ....         | SA | A | D | SD |





13. Demonstrate the use of newly-acquired or newly-developed equipment. .... SA A D SD
14. Encourage experimentation with new mechanical and electronic devices in education. .... SA A D SD
15. Arrange field trips and educational tours and make suggestions for follow-up instruction. .... SA A D SD

#### IN-SERVICE

A coordinator SHOULD:

16. Assist in planning, organizing, and conducting educational workshops and seminars. .... SA A D SD
17. Utilize as resource personnel any teachers particularly well-trained in a subject field. .... SA A D SD
18. Set up a shelf of professional books in his subject field. .... SA A D SD
19. Bring to the attention of teachers pertinent articles written in educational journals. .... SA A D SD
20. Send out bulletins summarizing results of subject-committee meetings, workshops, and seminars. .... SA A D SD
21. Publicize any particularly effective work done in classrooms. .... SA A D SD
22. Encourage research activities based on educational problems in the classroom. .... SA A D SD
23. Encourage teachers to take courses to improve their professional competence. .... SA A D SD
24. Encourage teachers to participate in at least one ATA Specialist Council. .... SA A D SD

#### IMPROVEMENT OF INSTRUCTION

A coordinator SHOULD:

25. Encourage teachers to use a variety of instructional approaches and techniques. .... SA A D SD
26. Encourage teachers to experiment with new instructional approaches and techniques. .... SA A D SD
27. Provide scheduled demonstration lessons in the coordinator's classroom. .... SA A D SD
28. Provide scheduled demonstration lessons in the teacher's classroom. .... SA A D SD
29. Recommend intervisitation for new and experienced teachers. .... SA A D SD





30. Conduct post-demonstration meetings to evaluate the teaching-learning experiences. .... SA A D SD
31. Visit classrooms upon the invitation of the teacher to observe some phase of the teacher's work or to help plan an attack on the teacher's problem. .... SA A D SD
32. Suggest visits to observe the teaching-learning process as it operates in the classroom. .... SA A D SD
33. Assist teachers in solving their own disciplinary problems to enable them to be less dependent on the principal. .... SA A D SD
34. Provide administrators with an appraisal of the classroom performance of teachers. .... SA A D SD
35. Recommend competent university teacher-trainees for employment. .... SA A D SD

#### GENERAL CONSULTATION

A coordinator SHOULD:

36. Help to orient teachers new to the school. .... SA A D SD
37. Find time to visit informally with teachers before working with them. .... SA A D SD
38. Provide inexperienced teachers with sample lesson plans during the early part of the school year. .... SA A D SD
39. Hold group conferences for all teachers of his subjects early in the school year. .... SA A D SD
40. Hold individual and group conferences throughout the year. .... SA A D SD
41. Encourage teachers to evaluate their own classroom performance. .... SA A D SD
42. Consult with teachers on their strengths and weaknesses. SA A D SD
43. Employ non-directive counselling to help the teacher diagnose his teaching difficulties. .... SA A D SD
44. Employ directive counselling where teacher is unable to arrive at his own solution. .... SA A D SD
45. Recognize and appreciate teacher efforts and contributions. .... SA A D SD
46. Assist in the improvement of measuring instruments to evaluate the achievement of pupils. .... SA A D SD
47. Assist in the interpretation of test results. .... SA A D SD





THE COORDINATING FUNCTION

A coordinator SHOULD:

- |     |   |           |
|-----|---|-----------|
| 48. | Urge the preparation and scheduling of common examinations. ....  | SA A D SD |
| 49. | Assist in implementing a program of standardized testing to enable teachers to compare the achievement of their pupils with that of other pupils. ....  | SA A D SD |
| 50. | Assist in establishing criteria to aid teachers in arriving at subject marks for report card purposes. ....   | SA A D SD |
| 51. | Assess subject marks and comments written by teachers on pupil report cards. ....   | SA A D SD |
| 52. | Help schedule the use of primary references, encyclopedias, globes and maps, science equipment, films and filmstrips. ....                              | SA A D SD |
| 53. | Urge the establishment of common policy regarding class notebooks and homework assignments. ....  | SA A D SD |
| 54. | Urge the establishment of common policy which teachers can follow when student efforts are unsatisfactory. ....   | SA A D SD |
| 55. | Hold follow-up discussions to evaluate teachers' conferences, workshops, and other group activities. ....   | SA A D SD |
| 56. | Enquire of Central Office personnel, principals, and teachers whether commitments made at meetings, workshops, and seminars have been carried out. .... | SA A D SD |
| 57. | Invite resource persons to discuss current problems at subject-committee meetings. ....   | SA A D SD |
| 58. | Assist teachers with problems encountered in subjects for which he is not responsible. ....   | SA A D SD |
| 59. | Encourage teachers to provide continuity of experiences as pupils progress from grade to grade. ....  | SA A D SD |





SECTION B

RELATIVE IMPORTANCE OF CONSULTATIVE SERVICES

NINE broad areas dealing with consultative services for teachers are listed below. Please rank these from 1 to 9 in the order in which you consider them to be important as functions of the coordinator. Write the numeral "1" beside the service which you consider most important, "2" beside the service which you consider second in importance, and so on.

- \_\_\_\_\_ To assist in the development of course outlines for new and experienced teachers. (60)
- \_\_\_\_\_ To take active leadership in ATA and EPSB subject committees. (61)
- \_\_\_\_\_ To act as liaison between curriculum workers in the Central Office and classroom teachers. (62)
- \_\_\_\_\_ To ensure the fullest utilization of educational facilities in the school. (63)
- \_\_\_\_\_ To assist in the in-service programs organized by the General Supervisor of Junior High Schools or the specialist supervisors. (64)
- \_\_\_\_\_ To teach demonstration lessons for teachers on the staffs of their own and other schools. (65)
- \_\_\_\_\_ To assist and advise new teachers in developing effective methods of classroom management. (66)
- \_\_\_\_\_ To engage in consultations as a competent and experienced teacher able to work with others. (67)
- \_\_\_\_\_ To coordinate testing procedures, reporting of marks, and use of equipment and materials. (68)



SECTION C

IMPROVING CONSULTATIVE SERVICES

TEACHERS and PRINCIPALS ONLY please respond to the next item.

69. What specific activities initiated by the coordinator in your school or what services made possible by his presence have you found most helpful?

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EVERYONE EXCEPT COORDINATORS please respond to the next item.

70. For a few months you have had opportunity to work with one or more coordinators. In your opinion, what factors have tended to militate against the attainment of maximum benefits of having a coordinator at the Junior High level?

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COORDINATORS ONLY please respond to the next item.

71. What PROBLEMS have you encountered in your attempts to develop the potential of your position for the improvement of instruction in the school?

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SECTION D

156

PERSONAL DATA

In each of the following please check ONE only.

72. Your present position:

1. ☐ .... Superintendent
2. ☐ .... Specialist Supervisor
3. ☐ .... Principal
4. ☐ .... Assistant Principal
5. ☐ .... Coordinator
6. ☐ .... Teacher

73. Sex: 1. ☐ .... Male

2. ☐ .... Female

74. Age: 1. ☐ .... under 21

2. ☐ .... 21 - 30

3. ☐ .... 31 - 40

4. ☐ .... 41 - 50

5. ☐ .... over 50

75. Complete years of university training:

1. ☐ .... 1 year

4. ☐ .... 4 years

2. ☐ .... 2 years

5. ☐ .... 5 years

3. ☐ .... 3 years

6. ☐ .... 6 years

76. Total teaching experience. (Include administrative experience. Consider this year a full year.)

1. ☐ .... 1 year

2. ☐ .... 2 - 4 years

3. ☐ .... 5 - 10 years

4. ☐ .... 11 years and over





77. Teaching experience at the Junior High level. (Include administrative experience. Consider this year a full year.)

1. ☐ ..... 1 year
2. ☐ ..... 2 - 4 years
3. ☐ ..... 5 - 10 years
4. ☐ ..... 11 years and over

78. Please indicate the nature of your teaching responsibilities this year.

<u>Subject</u>	<u>Grade</u>	<u>Total periods per week</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

COORDINATORS ONLY please respond to the next two items.

79. In what subject areas have you been providing consultative services this year? List these.

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80. Number of minutes per week that you are free from regular classroom duties. Do not include Friday mornings.

\_\_\_\_\_ MINUTES

Specify above in blocks of time. (Not necessarily periods.)

- \_\_\_\_\_ blocks each consisting of \_\_\_\_\_ minutes
- \_\_\_\_\_ blocks each consisting of \_\_\_\_\_ minutes
- \_\_\_\_\_ blocks each consisting of \_\_\_\_\_ minutes

PLEASE SCAN THE ENTIRE QUESTIONNAIRE TO MAKE SURE THAT YOU HAVE RESPONDED TO EVERY ITEM THAT PERTAINS TO YOUR POSITION.

Then place the completed questionnaire in the envelope which has been provided, seal the envelope and hand it to your principal.



## APPENDIX C

### SUMMARY OF RESPONSES





TABLE XXX

## RESPONSE DISTRIBUTIONS FOR EXPECTATION ITEMS QUESTIONNAIRE SECTION A

Consultative Service	Sample	Expectations				N
		SA	A	D	SD	
1. Provide schedules indicating sequence, time allotment	S	2	7	7	2	18
	P	3	31	15	2	51
	C	2	7	6	3	18
	T	17	78	49	19	163
2. Develop course outlines for new teachers	S	4	12	2	0	18
	P	17	27	5	2	51
	C	4	11	3	0	18
	T	60	93	8	2	163
3. Develop course outlines for experienced teachers	S	1	11	6	0	18
	P	1	28	13	9	51
	C	1	9	6	2	18
	T	4	76	64	19	163
4. Encourage experimentation in curriculum	S	10	7	1	0	18
	P	17	32	2	0	51
	C	7	10	1	0	18
	T	43	109	9	1	162
5. Help develop differential programs	S	8	10	0	0	18
	P	12	34	5	0	51
	C	2	13	2	0	18
	T	18	115	26	1	160
6. Encourage teachers to sponsor extra activities	S	4	12	2	0	18
	P	7	29	13	2	51
	C	2	15	1	0	18
	T	17	94	45	7	163
7. Encourage participation in curriculum committees	S	10	6	1	1	18
	P	10	33	3	5	51
	C	2	14	2	0	18
	T	14	109	34	6	163
8. Act as liaison between Central Office and school	S	10	7	1	0	18
	P	12	38	1	0	51
	C	5	11	2	0	18
	T	47	108	6	2	163

Sample: Supervisors(S); Principals(P); Coordinators(C); Teachers(T).

Expectation Response Categories: Strongly Agree (SA); Agree(A); Disagree (D); Strongly Disagree(SD).



TABLE XXX (Continued)

Consultative Service	Sample	Expectations				N
		SA	A	D	SD	
9. Ensure that instructional materials are available	S	4	10	4	0	18
	P	8	21	19	3	51
	C	1	12	5	0	18
	T	50	78	34	1	163
10. Help select references and materials	S	4	14	0	0	18
	P	14	35	1	1	51
	C	5	12	0	1	18
	T	25	112	24	2	163
11. Order and distribute books	S	2	2	6	8	18
	P	1	4	31	15	51
	C	0	2	10	6	18
	T	6	41	90	26	163
12. Help utilize audio-visual equipment	S	1	12	4	1	18
	P	7	39	3	2	51
	C	1	13	4	0	18
	T	22	103	33	5	163
13. Demonstrate use of new equipment	S	4	8	5	1	18
	P	7	37	7	0	51
	C	0	9	8	1	18
	T	23	104	31	5	163
14. Encourage experimentation with new media	S	0	14	3	1	18
	P	5	36	9	0	50
	C	1	15	2	0	18
	T	20	113	27	3	163
15. Arrange field trips and tours	S	7	9	2	0	18
	P	2	18	24	7	51
	C	0	7	9	2	18
	T	12	59	78	14	163
16. Organize workshops and seminars	S	10	8	0	0	18
	P	19	28	4	0	51
	C	5	13	0	0	18
	T	31	121	11	0	163
17. Utilize teachers as resource personnel	S	10	7	1	1	18
	P	17	29	5	0	51
	C	9	9	0	0	18
	T	44	111	8	0	163



TABLE XXX. (Continued)

Consultative Service	Sample	Expectations				N
		SA	A	D	SD	
18. Set up professional library	S	6	10	2	0	18
	P	13	33	5	0	51
	C	4	10	4	0	18
	T	37	106	20	0	163
19. Inform teachers of professional articles	S	7	11	0	0	18
	P	13	35	3	0	51
	C	4	13	0	1	18
	T	23	121	19	1	163
20. Send out bulletins	S	2	8	7	1	18
	P	7	27	15	2	51
	C	0	7	9	2	18
	T	29	96	35	3	163
21. Publicize classroom work	S	3	14	1	0	18
	P	9	33	9	0	51
	C	2	12	3	1	18
	T	30	101	28	4	163
22. Encourage classroom research	S	5	12	1	0	18
	P	6	42	3	0	51
	C	2	12	3	1	18
	T	20	116	26	1	163
23. Encourage improvement in competence	S	6	8	4	0	18
	P	10	26	12	3	51
	C	0	11	4	3	18
	T	25	63	64	11	163
24. Support ATA Specialist Council	S	7	5	5	1	18
	P	5	25	17	4	51
	C	3	9	5	1	18
	T	9	54	88	10	161
25. Encourage use of variety of techniques	S	13	5	0	0	18
	P	22	28	1	0	51
	C	6	12	0	0	18
	T	34	118	8	3	163
26. Encourage experimentation with new techniques	S	12	6	0	0	18
	P	13	36	2	0	51
	C	6	12	0	0	18
	T	23	125	12	3	163





TABLE XXX. (Continued)

Consultative Service	Sample	Expectations				N
		SA	A	D	SD	
27. Provide demonstration lessons in own classroom	S	6	12	0	0	18
	P	15	25	11	0	51
	C	5	9	2	2	18
	T	31	100	27	5	163
28. Provide demonstration lessons in teacher's classroom	S	2	7	4	5	18
	P	3	18	16	14	51
	C	1	0	8	9	18
	T	10	73	70	10	163
29. Recommend intervisitation	S	11	5	2	0	18
	P	18	30	2	1	51
	C	9	9	0	0	18
	T	38	103	20	2	163
30. Conduct post-demonstration meetings	S	4	13	1	0	18
	P	9	37	3	2	51
	C	3	15	0	0	18
	T	8	120	31	4	163
31. Visit classrooms upon invitation of teacher	S	12	5	1	0	18
	P	29	21	1	0	51
	C	10	8	0	0	18
	T	38	121	4	0	163
32. Suggest visits to observe teacher	S	2	11	5	0	18
	P	10	34	7	0	51
	C	2	12	3	1	18
	T	7	106	45	5	163
33. Assist teacher with discipline	S	2	8	7	1	18
	P	13	25	9	4	51
	C	1	13	1	3	18
	T	12	70	56	25	163
34. Provide administrators with appraisal of teachers	S	0	1	8	9	18
	P	0	7	19	25	51
	C	0	2	9	7	18
	T	3	36	66	58	163
35. Recommend student teachers for employment	S	4	7	6	1	18
	P	8	34	7	2	51
	C	2	15	1	0	18
	T	6	66	56	32	160



TABLE XXX (Continued)

Consultative Service	Sample	Expectations				N
		SA	A	D	SD	
36. Orient new teachers	S	4	14	0	0	18
	P	18	29	4	0	51
	C	8	9	1	0	18
	T	27	99	35	2	163
37. Visit informally with teachers	S	4	10	4	0	18
	P	22	26	3	0	51
	C	4	11	3	0	18
	T	23	108	30	1	162
38. Provide sample lesson plans for new teachers	S	3	8	7	0	18
	P	13	30	7	1	51
	C	2	12	4	0	18
	T	38	97	25	1	161
39. Hold group conferences early in year	S	5	10	3	0	18
	P	15	28	7	1	51
	C	4	11	3	0	18
	T	28	106	24	5	163
40. Hold conferences throughout year	S	4	14	0	0	18
	P	8	37	5	1	51
	C	2	14	2	0	18
	T	21	114	28	0	163
41. Encourage teachers to evaluate own performance	S	9	9	0	0	18
	P	17	30	4	0	51
	C	5	13	0	0	18
	T	23	117	21	2	163
42. Consult with teachers on their strengths and weaknesses	S	2	9	6	1	18
	P	9	29	11	2	51
	C	0	9	7	2	18
	T	18	92	43	10	163
43. Employ non-directive counselling	S	3	11	3	1	18
	P	10	37	4	1	51
	C	3	8	4	3	18
	T	13	99	43	8	163
44. Employ directive counselling	S	0	8	7	3	18
	P	2	33	14	2	51
	C	1	12	1	4	18
	T	5	88	59	11	163





TABLE XXX. (Continued)

Consultative Service	Sample	Expectations				N
		SA	A	D	SD	
45. Recognize teacher efforts	S	8	10	0	0	18
	P	31	18	2	0	51
	C	7	11	0	0	18
	T	29	118	14	2	163
46. Improve measuring instruments	S	4	13	1	0	18
	P	19	29	1	2	51
	C	4	13	1	0	18
	T	27	120	14	2	163
47. Interpret test results	S	4	13	0	1	18
	P	13	32	4	2	51
	C	4	12	2	0	18
	T	15	108	35	5	163
48. Help prepare common examinations	S	0	0	10	8	18
	P	6	20	15	10	51
	C	1	8	7	2	18
	T	16	61	64	22	163
49. Implement program of standardized testing	S	0	8	6	4	18
	P	7	29	10	5	51
	C	1	12	4	1	18
	T	13	94	44	12	163
50. Help teachers with report card marks	S	2	14	2	0	18
	P	7	34	7	3	51
	C	2	12	3	1	18
	T	11	111	33	8	163
51. Assess report card marks and comments	S	0	2	10	6	18
	P	1	6	29	15	51
	C	0	0	10	8	18
	T	1	18	101	43	163
52. Schedule use of teaching aids	S	2	5	8	3	18
	P	1	25	18	7	51
	C	0	8	5	5	18
	T	6	74	71	12	163
53. Help establish common policy for notebooks and homework	S	2	5	7	4	18
	P	3	28	16	4	51
	C	1	7	7	3	18
	T	7	53	83	19	162



TABLE XXX (Continued)

Consultative Service	Sample	Expectations				N
		SA	A	D	SD	
54. Help establish common policy for laggard students	S	2	6	8	2	18
	P	3	29	15	4	51
	C	0	12	5	1	18
	T	15	80	54	14	163
55. Hold follow-up discussions of meetings and seminars	S	0	15	2	1	18
	P	6	36	8	1	51
	C	0	8	9	1	18
	T	4	111	47	1	163
56. Enquire whether commitments carried out	S	2	7	9	0	18
	P	0	13	27	11	51
	C	0	6	7	5	18
	T	6	82	61	14	163
57. Invite resource persons to meetings	S	6	11	1	0	18
	P	13	34	4	0	51
	C	2	15	1	0	18
	T	11	143	9	0	163
58. Assist with problems outside his responsibility	S	0	3	11	4	18
	P	0	20	24	7	51
	C	0	4	9	5	18
	T	5	58	77	23	163
59. Encourage pupil continuity of experiences	S	5	10	3	0	18
	P	7	38	5	1	51
	C	1	16	1	0	18
	T	14	120	25	4	163





TABLE XXXI.

## CONSULTATIVE SERVICES RANKED IN ORDER OF IMPORTANCE

Item	Sample <sup>a</sup>	Frequencies of Assigned Ranks <sup>b</sup>									N
		1	2	3	4	5	6	7	8	9	
60	S	0	0	2	1	3	3	4	4	0	17
	P	3	5	5	7	10	7	4	4	5	50
	C	1	2	4	1	1	0	1	3	4	17
	T	31	28	17	22	22	14	7	11	6	158
61	S	0	0	0	2	3	4	3	1	4	17
	P	1	1	2	0	2	6	7	14	17	50
	C	0	0	1	1	1	1	4	6	3	17
	T	5	3	8	14	5	16	11	27	69	158
62	S	0	2	1	2	6	3	2	1	0	17
	P	0	0	5	5	9	6	11	6	8	50
	C	2	1	0	1	4	1	4	2	2	17
	T	20	16	15	25	24	17	24	12	5	158
63	S	2	1	2	0	2	1	2	6	1	17
	P	6	5	8	6	8	6	5	2	4	50
	C	3	1	2	3	4	2	1	1	0	17
	T	20	11	17	13	21	18	19	23	16	158
64	S	0	2	4	5	1	3	1	1	0	17
	P	2	0	7	9	11	5	9	6	1	50
	C	3	3	4	2	1	3	1	0	0	17
	T	5	16	19	21	17	15	34	24	7	158
65	S	1	3	5	3	0	2	3	0	0	17
	P	2	17	8	8	1	5	3	2	4	50
	C	0	2	2	4	0	5	1	0	3	17
	T	6	20	19	21	13	23	21	20	15	158
66	S	6	6	2	0	1	0	0	0	2	17
	P	10	14	8	5	2	6	1	3	1	50
	C	2	3	2	3	3	0	2	1	1	17
	T	36	28	31	12	18	10	8	7	8	158
67	S	8	3	1	2	1	1	0	1	0	17
	P	26	7	5	4	1	1	3	2	1	50
	C	6	5	1	1	1	2	0	0	1	17
	T	32	27	20	19	16	20	12	9	3	158
68	S	0	0	0	2	0	0	2	3	10	17
	P	0	1	2	6	6	8	7	11	9	50
	C	0	0	1	1	2	3	4	3	3	17
	T	3	9	12	11	22	25	22	25	29	158

<sup>a</sup>Sample: S: Supervisors; P: Principals; C: Coordinators; T: Teachers.

<sup>b</sup>The lower the Arabic numeral, the greater the importance of the consultative service.









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